DOCUMENT RESUME

ED 248 987 PS 014 614

TITLE	Competencies in Early Childhood Education.
INSTITUTION	British Columbia Dept. of Education, Victoria.
PUB DATE	79
NOTE	77p.
AVAILABLE FROM	Ministry of Education, Publication Services Branch, 878 Viewfield Road, Victoria, British Columbia, V9A 4VI Canada ($6.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Beginning Teachers; *Child Caregivers; *Competency Based Teacher Education; *Curriculum Development; Day Care; *Early Childhood Education; Foreign Countries; Higher Education; Preschool Education; Supervisor Qualifications; *Teacher Certification
IDENTIFIERS	*British Columbia

ABSTRACT

Developed at the request of the Community Care Facilities Licensing Board, this document describes in detail the outcomes, in terms of student performance, of an early childhood education program for colleges and institutions in British Columbia, Canada. These competencies represent the organizational, evaluative, decision-making, and manipulative skills required of early childhood educators in the field; not, however, the theory and knowledge that must also be acquired in order to perform these functions capably. These competencies specify the functions that must be carried out with a group of children in any preschool or day care setting and form the basis for evaluating the student. Most of the competencies are to be met by the completion of an initial classroom experience combined with field experience, while others are competencies necessary for a preschool supervisor. These advanced competencies are to be acquired through at least a year's work experience and continuing education programs. Competencies are organized into nine general areas: (1) knowing the individual child, (2) program planning, (3) guiding and caring for children, (4) health, (5) communications, (6) interpersonal skills, (7) interacting with families, (8) administration, and (9) professional conduct and attitude. General guidelines for program admission are also described, and a chart of the competencies is appended. (Author/CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED248987

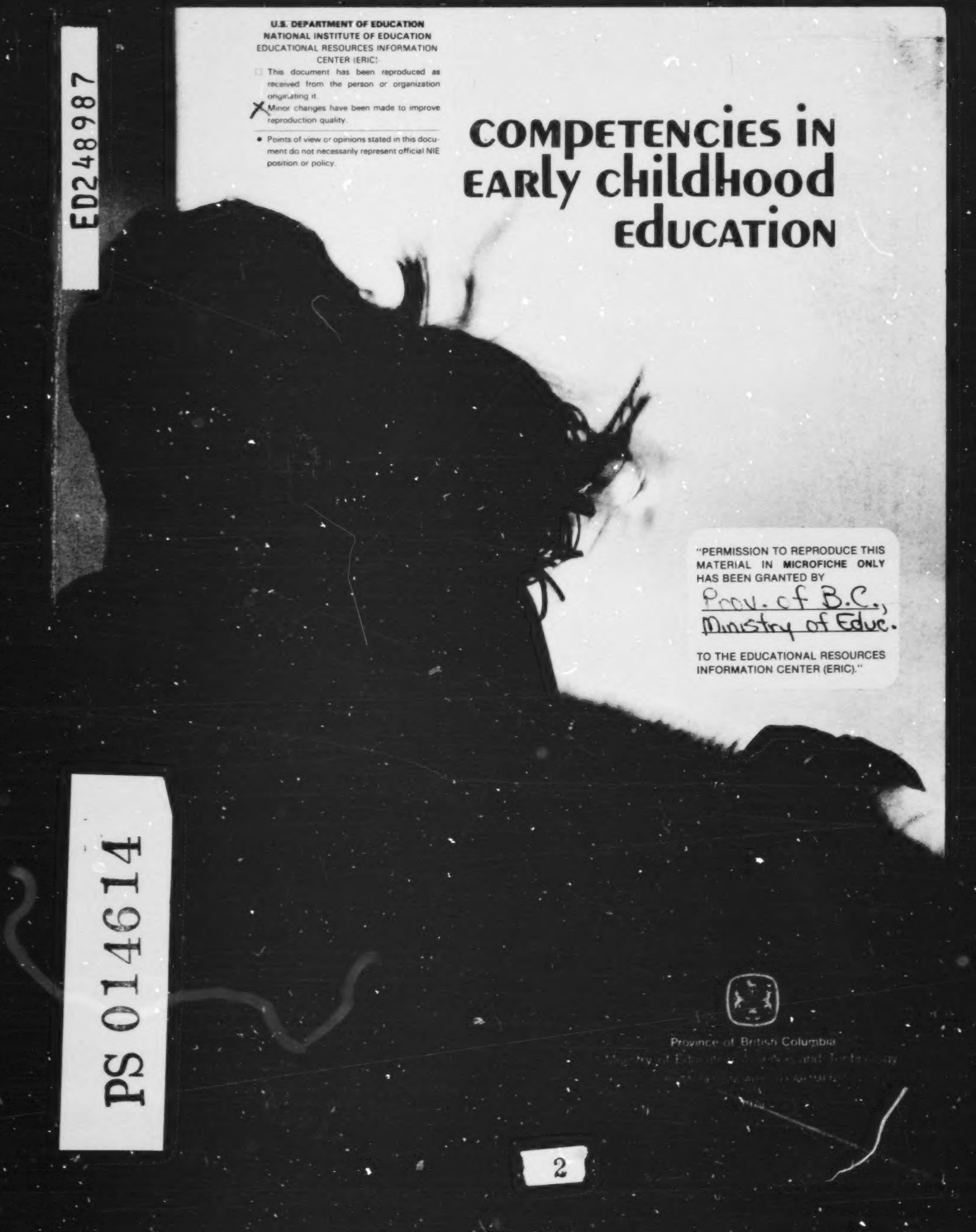
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

COMPETENCIES IN EARLY CHILDHOOD EDUCATION



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Prov. of B.C., Ministry of Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 014614

Province of British Columbia

COMPETENCIES IN EARLY CHILDHOOD EDUCATION

Province of British Columbia

Developed by
Program Research and Development Branch
Post Secondary Department
Ministry of Education, Science and Technology
Victoria, 1979

© *Ministry of Education, Science and Technology, British Columbia.*
No part of this publication may be reproduced in any form without permission in writing from the publisher.

Table of Contents

	Page
History	i
Statement of Beliefs	iii
Introduction	v
Definition of Terms	vii
Guidelines for Admission	vii
General Areas of Competence	1
Knowing the Individual Child	3
Program Planning	13
Guiding and Caring for Children	23
Health	33
Communications	45
Interpersonal Skills	51
Interacting With Families	57
Administration	67
Professional Conduct and Attitude	81
Appendix A	87

History

In October 1977, at the request of the Community Care Facilities Licensing Board, the Program Research and Development Branch commenced a program development project in Early Childhood Education using the DACUM approach.*

The DACUM approach to curriculum design is a systematic model of development based on the underlying assumption that in order to develop a program in a logical manner, the outcomes of the students' learning process must be clearly spelled out. The objectives of a program must therefore include the skills that students will demonstrate when working in that area.

A DACUM workshop, the first step in the development of the curriculum, was held in early October. The participants in this workshop were carefully selected to represent a cross-section of the Early Childhood Education field. During the workshop, the participants specified the competencies expected of a person entering the field. These competencies were charted on a wall and reviewed at least twice during the course of the workshop. After the workshop, participants were given an opportunity to review the chart and submit their revisions by mail.

Participants in the Early Childhood Education workshop included:

Kay Britton	Consultant, Day Care Information Services North Shore
Jean Brown	Council for Parent Participation, Preschools
Elaine Kliner	Consultant for CCFLB Office, Vancouver
Bridie McIlwraith	President, B.C. Pre-School Teachers' Association
Peggy MacDonald	Chairman, Early Childhood Education College Coordinating Committee
Goldie Maycock	Consultant, Ministry of Human Resources
Don Mosedale	Director, Early Childhood Division, Centre for Continuing Education, U.B.C.
Auben Raunet	Parent and Member of Board, Pooh Corner
Bonnie Roberts	Supervisor, Sunset Daycare
Anna Scott	Consultant for CCFLB Office, Vancouver (Under 3 Supervisors)
Margery Thompson	Coordinator, E.C.E. Program, V.C.C. Langara
Edith Wilkins	Private Daycare Centres, Lower Mainland Operators' Association
Barbara Williams	Pre-School Education Consultant, CCFLB

Following the workshop, a survey was prepared listing all the competencies identified in the workshop and requesting respondants to indicate whether or not these functions were carried out by assistants and to ascribe a level of importance to each function.

The survey was sent in January 1978 to a random sample, stratified by public health area, of all daycare and pre-school supervisors and to CCFLB members, presidents and boards of professional groups, public health directors, and educators. About 100 of the 300 surveys were returned and the results were summarized for use in the further development of the program.

In April 1978, a steering committee for the project was established. This committee was comprised of:

J. Fabricant	Coordinator, Early Childhood Education Okanagan College
G. Hambrook	Director, Adult Education, New Westminster (representing Adult Education, E.C.E. program)
B. McIlwraith	President, B.C. Pre-School Teachers' Association
P. MacDonald	Chairman, Early Childhood Education Okanagan College
G. Maycock	Consultant, Ministry of Human Resources
D. Mosedale	Director, Early Childhood Division, Centre for Continuing Education, U.B.C.
B. Williams	CCFLB Staff Member
G. Withler	Member CCFLB

The first functions performed by this committee were 1) to identify sites for public information meetings regarding progress on the program development project (public meetings were held in Kamloops, Prince George, Terrace, Nanaimo, Burnaby, Abbotsford and Victoria), and 2) to direct the selection of two Early Childhood Education practitioners to develop detailed competency statements.

Dona Coates and Kerrie Lander were selected to work with Joan H. Mason of the Program Research and Development Branch staff; they began work on the first draft in September 1978. The competencies were reviewed in draft form twice by both the steering committee and all the coordinators of college E.C.E. programs.

The college coordinators who participated in this process:

Joyce Brown	Capilano College
Judy Fabricant	College of New Caledonia
Nora Lupton	Camosun College
Silvia McFadygen	Douglas College
Dr. Grace McGee	Okanagan College
Peggy MacDonald	Okanagan College
Anne MacMillan	Malaspina College
Bill Martin	Cariboo College
Kathy Nash	Fraser Valley College
John Potts	Fraser Valley College
Larisa Tarwick	Northwest Community College
Gerry Thompson	Northwest Community College
Margery Thompson	Vancouver Community College
Eleanor Worman	Capilano College
Selma Zahrodnik	Selkirk College

In addition, many other individuals and groups including Hannah Polowy, Faculty of Education, U.B.C., the Council of Parent Participation Preschools, Vancouver Island Cooperative Preschool Association, Jade McLaren, Child Abuse Team, Ministry of Human Resources, the Social Services Employees Union Local 2, and Adult Education instructors from Burnaby, New Westminster, North Vancouver, Richmond, Delta, and Surrey were consulted.

We gratefully acknowledge the support and contribution of the many individuals and groups on whom the success of this project was dependent.

A more detailed description of the process can be found in a series of six pamphlets entitled DACUM, available from Program Research and Development Branch, 7451 Elmbridge Way, Richmond, B.C. V6X 1B8

Statement of Beliefs which guided the Development of the Competency Statements

We believe that a preschool experience should provide every participating child with optimum opportunities to develop physically, intellectually, socially, and emotionally. A preschool experience plays a critical role in the continuum of a person's lifelong growth.

We believe that Early Childhood Educators need a thorough understanding of child growth and development, the ability to assess each individual child's needs and the skills to plan, implement, assess, and redesign programs to meet these needs. We believe that they have a responsibility to interpret child growth and development to parents and the wider community in ways that are understandable and applicable to family and community situations.

We believe that parents who feel confident and secure in their role as parents and who show their appreciation and love for their child will have greater ability to meet their own and their child's needs. It is important for Early Childhood Educators to support parents, to encourage parents to participate in the decision making process which shapes their child's environments, and to help parents gain confidence in their own resources and initiative in their interactions with their own and other children.

We believe that every person is a unique individual and that this uniqueness, whether in an adult or child, should be respected, cherished, and protected and that each individual should be encouraged to recognize and preserve his or her individuality.

We believe that every person should be encouraged and supported to develop to his or her fullest potential and that sex, race, age, cultural, social, or ethnic background, physical or intellectual handicaps, should not be interpreted to the individual as a barrier to his or her growth and development.

We believe that people working with others have a responsibility to model the kind of behaviour and attitudes that they believe contribute to a satisfying life.

We believe that close relationships with children result in rewards, satisfactions, and joys which are a source of personal energy which can be shared with others. It is important that the adults in a preschool setting develop inner resources and draw upon each other's personal strengths and seek support available in the wider community.

We believe that Early Childhood Educators need a strong commitment to their professional philosophy and to the evolution of that philosophy, as knowledge and experience are gained. We believe that philosophy is of no value unless put into practice.

Introduction

The competencies detailed in this publication are statements of the outcomes, in terms of student performance, of an Early Childhood Education (E.C.E.)* program. They describe the capabilities a person must demonstrate in order to meet the needs and promote the total growth and development of preschool children in a group setting. The competencies do not describe the knowledge or theory that is to be acquired; rather, they specify the functions that must be competently carried out with a group of young children. Each of these functions has an underlying body of theory which must be thoroughly assimilated before one can perform that function capably.

The competencies are organized into nine *General Areas of Competence,* e.g. Health, Interacting With Families. Each area contains several *Competency Clusters,* or group of related competencies. The competencies specify what is to be done, under what conditions, and to what standard of performance. They form the basis for the evaluation of the student. The competencies reflect the organizational, evaluative, decision-making, and manipulative skills required in the field. A chart showing all the competencies forms Appendix A to this publication.

It should be noted that while the competencies have been organized into discreet Areas of Competence in order to allow careful analysis and evaluation of their form and content, in fact the competencies are interdependent and will be integrated by the practitioner, as he or she works with children.

Guidelines for admission to the program have been developed, for it is unrealistic to expect that students can acquire all the competencies described unless they already possess certain attributes or capabilities. Specific admission criteria and procedures will be developed by each institution offering the program.

Most of the competencies are to be met by the completion of an initial classroom experience combined with well organized experience in the field. Some of the competencies, after careful consideration, were identified as advanced. These are indicated by an asterisk in the text. These competencies can best be acquired after the student has had actual work experience. It is therefore postulated that a student would enter an initial Early Childhood Education program including both classroom and field experience, acquire the initial competencies, become employed in the field as an assistant, acquire at least one year's experience, and acquire the advanced competencies through continuing education programs and on-the-job education. The graduating student only then would be qualified as a "preschool supervisor". Preschool supervisor is deemed here to mean an individual who is responsible not only for the care of children but also for the supervision of staff, management of administrative functions, liaison between the centre and its governing body, and primary responsibility for planning and consultation with parents.

Students would be evaluated throughout their initial education and would then be certified as having all the competencies necessary for initial employment as preschool assistants. Evaluation would also occur in the second phase and at that time students would be certified as having the competencies necessary to be supervisors.

The description of competencies does not include the foundations of theory, knowledge, and practice which are necessary for their acquisition. It does not include a description of the pattern or length of classroom and practicum experiences which might make up a program, nor the instructional nor evaluation strategies which might be utilized. Each college and institution offering this program has a unique set of strengths and constraints; therefore, it is neither possible nor desirable to specify the delivery model for the program. Each institution will articulate its own program, design curriculum, coordinate field experiences, and design instructional strategies and evaluation procedures. It is anticipated, however, that institutions offering the E.C.E. program will be in touch with each other continually, exchanging knowledge and experiences and, when appropriate, offering cooperative programs.

It is also anticipated that the E.C.E. program would provide the foundation for specialized service and education in the field. Additional appropriate field experiences and education might lead to work with disabled children, as a consultant in the field, or to academic advancement.

*Denotes *Early Childhood Education.*

Definition of Terms

The term "will" ("The graduating student will ...") has been used in all the competencies to indicate that the competencies must be demonstrated by the student in order to successfully complete the program. Students who cannot perform the competencies will be required to extend their practicum or course time until they meet all the competencies.

The phrase "in cooperation with others" modifies most of the competencies. This underlines the assumption that a student graduating from an E.C.E. program will gain experience working with other people before being entirely in charge of a program, as well as the philosophy that all adults who work with children in a program must work cooperatively to meet children's needs.

The term "centre" is used throughout this publication when referring to the preschool setting, and a certain number of the competencies are required specifically when working in a full day preschool program. However, the student graduating from an Early Childhood Education program may work with children in a wide variety of settings and programs. He or she may work alone, or side-by-side with other staff members or parents. The program might be a half-day, full day or part-time program, a year-round or seasonal program. The program may include children whose first language is not English, or who have other special needs. The program may be designed for toddlers or for children nearing school age. The program may exist in an isolated community or one with many resources. The competencies reflect the range of abilities an E.C.E. graduate will need to work with children in any of these settings.

Guidelines for Admission

The Community Care Facilities Licensing Act requires that:

1) a licensee shall ensure that, prior to employment all staff provide
   a) a physician's written opinion that the person's state of health is sufficient for the job, and
   b) evidence of absence of active tuberculosis

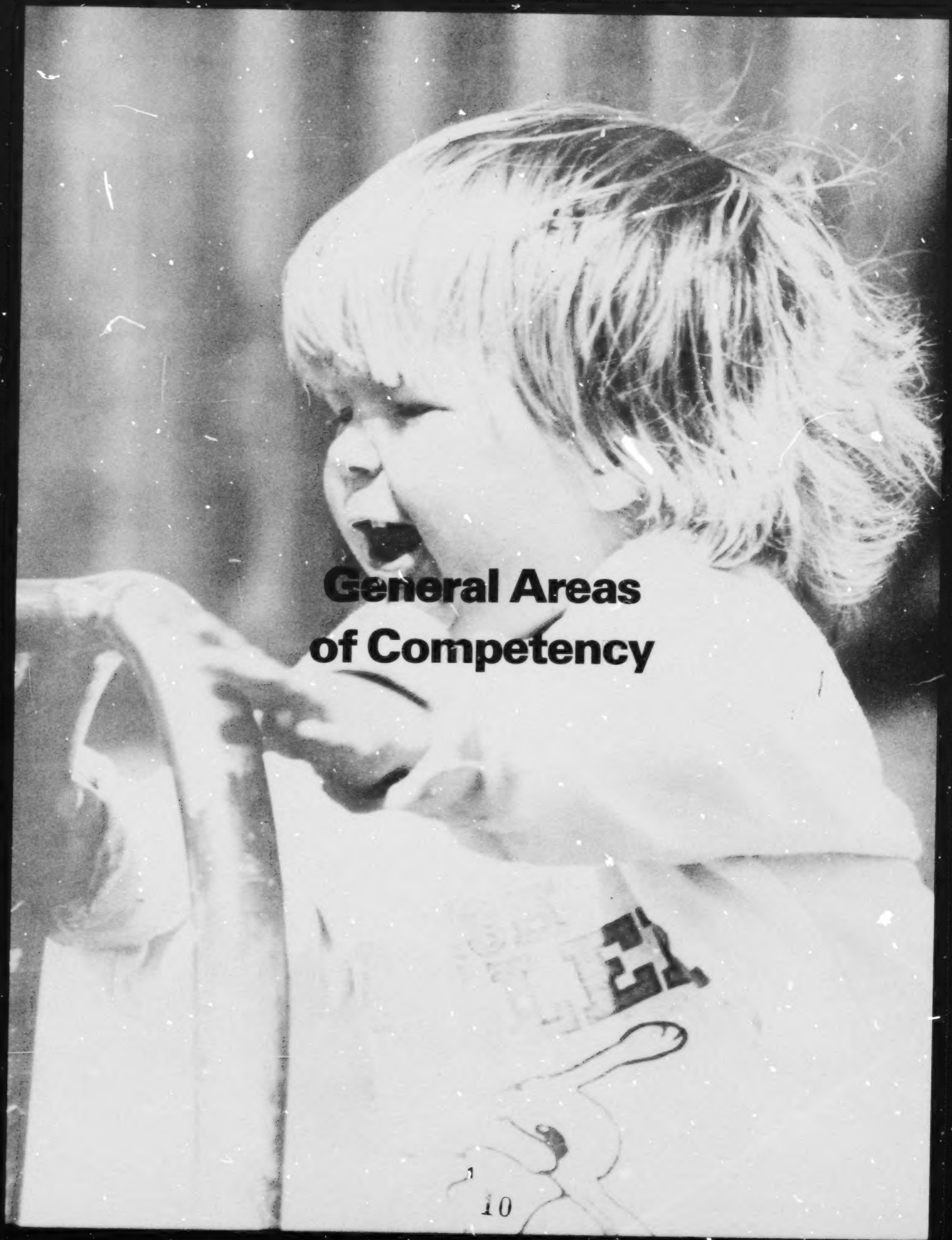
2) a licensee shall require each employee, as a condition of employment, to have a tuberculin skin test or chest x-ray every 2 years, or as otherwise recommended by a medical health officer and shall keep a record of these tests and make them available to the board on request.

Students are expected to meet these requirements prior to entry to the program.

Colleges may also require students to demonstrate an ability to read, comprehend, speak and write English at a level which will enable them to complete course work satisfactorily.

Students should be made aware that the practice of Early Childhood Education requires considerable physical energy. They should be encouraged to work volunteer or observe in a group pre-school setting in order to assess their own interest and ability to cope.

It is desirable for students to give evidence of some potential for development of awareness of self, caring for self and others, and openness to learning.



General Areas of Competency

Knowing the Individual Child

Personal knowledge of a child's growth and development is necessary in order to guide and care for the child and to communicate with families in spontaneous day-to-day interactions. Information compiled in records is necessary in order to effectively plan and evaluate the program, to confer with parents about their child's development, and to confer with others who contribute to the well-being of the child. The graduating student will gather information about each child through both systematic record keeping and informal interactions with child and family.

Competency Clusters

A compiling information about each child

B recording each child's growth, development and experiences

C observing each child's growth, development and experiences

D using information about the individual child

A. Compile Information About Each Child

A 1. The graduating student, in cooperation with others, *will compile initial information about each child at the time of application* (see Interacting with Families)

A 2. The graduating student, in cooperation with others, *will compile information about the child's initial behaviour in the centre,* including:

a) the child's response to separation from parent

b) the child's initial responses to activities and children in the environment

c) the child's responses to new adults

d) the child's initial responses to routines

e) special individual characteristics of the child, e.g. language, style of approaching experiences, ways of handling wants and needs

A 3. The graduating student, in cooperation with others, *will regularly compile information about the child's growth, development and experiences* by:

a) communicating regularly with parents (see Interacting with Families)

b) establishing and maintaining a centre record system, comprehensive enough to plan activities for each child effectively

*A 4. The graduating student, in cooperation with others, *will compile detailed information about an individual child, when basic information indicates the possibility that the child's needs are not being adequately met in the centre* by:

a) observing the child at various times during the day

b) observing the child over a period of time

c) having several people observe the child

d) noting the effect of the environment on the child

e) recognizing the need to seek additional professional advice to design specific types of records

B. Record Each Child's Growth, Development and Experiences

B 1. The graduating student, in cooperation with others *will select appropriate methods for recording each child's growth, development and experiences* by:

a) identifying and selecting appropriate methods of building a developmental picture of each child, e.g. a file of art samples, photos, frequent on-the-spot running records, audio or video tape

b) identifying situations when only an impressionistic record may be kept, e.g. a new child's entry into the program

c) identifying and selecting appropriate methods of recording the activities and dynamics of the group, e.g. a centre log or diary

d) identifying and selecting appropriate methods of recording the frequency with which children use materials, e.g. charts as a tool to record or checklists

e) identifying and selecting appropriate methods of recording how many times a certain kind of behaviour occurs, e.g. event sampling

f) identifying and selecting appropriate methods of recording the pattern of a child's behaviour, e.g. time sampling

B 2. The graduating student *will facilitate on-the-spot recording* by:

a) having note pad and pencil accessible at all times (e.g. in a pocket, on a shelf in the playroom)

b) recording casually and unobtrusively

c) always noting the date, children's names and the setting

d) making notes on an individual child at as many different times of the day as possible over a period of time

B 3. The graduating school *will utilize language which is clear, precise and objective as a tool to record observations* by:

a) selecting words which distinguish the child's actions or gross movements, and indicate not only what the child does, but how he or she does it, e.g. walk — strut, slink, waddle, totter, lope, mince

b) selecting adverbs and adjectives and other modifiers to clarify description, e.g. broad smile, tearful voice

c) selecting phrases to give character to the actions, e.g. he walks with head turned to the sky

d) ensuring descriptive words reflect the quality of the action

B 4. The graduating student *will record complete information including:*

a) the stimulus for the situation

b) the setting

c) the child's behaviour in the situation

d) if the child functions independently

e) the child's behaviour in relation to the group situation

f) the external factors which may be influencing the child's behaviour

g) the amount of individual attention offered by an adult to the child

h) the reason for the situation ending

i) what the child does immediately after

C. Observe Each Child's Growth, Development and Experiences

C 1. The graduating student *will observe the individual child's physical development* noting:

a) evidence of good nutrition, e.g. underweight, overweight

b) degree of control over bodily functions

c) degree of large motor development

d) degree of fine motor development

e) degree of balance

f) degree of eye-hand coordination

C 2. The graduating student *will observe the individual child's cognitive functioning* by noting:

a) the child's ability to make generalizations from examining and using specific materials, e.g. "The clay gets too mushy from too much water."

b) the child's total or partial reliance on the use of concrete objects or experiences to understand ideas and learn, e.g. needs a picture in order to be able to understand a description

c) the child's level of reasoning
d) the child's concept of conservation
e) the child's ability to see sequence
f) the child's ability to understand or elaborate casual relationships
g) the child's ability to use symbols
h) the child's ability with abstract ideas
i) the child's ability to form, express and use concepts, e.g. grouping objects
j) the child's active involvement with learning, e.g. curiosity, asking questions
k) the child's style of learning
l) if the child makes an effort to understand, master a skill, to solve a problem
m) if the child is distractable and what distracts her or him
n) the child's ability to recall a story or an event
o) the child's techniques of problem-solving

C 3. The graduating student *will observe the individual child's developing power to think* by noting:

a) the child's ability to differentiate between himself or herself and others
b) the child's ability to differentiate among members of the family, e.g. names, kinship, which is older or younger, which is female or male
c) the child's ability to differentiate between animate and inanimate
d) the child's ability to differentiate between fantasy and reality
e) the child's ability to differentiate between appearance and function
f) the child's ability to perceive similarities and differences
g) the child's ability to draw analogies
h) the child's ability to perceive cause and effect
i) the child's orientation to time, e.g. the usual daily schedule
j) the child's ability to classify
k) the child's ability to perceive patterns
l) the child's ability to make symbolic representation

C 4. The graduating student *will observe the individual child's language development* by noting:

a) the child's purpose in using language, e.g. social, to express wants and needs, to comment
b) whether the child's language is directed more to adults, children, or self
c) whether the child is able to communicate well enough to get through the normal activities of the day
d) the child's use of words that denote degree, cause, time, place
e) the level of conceptualization
f) the child's degree of comprehension of adult's language evidenced by facial expressions, actions, non-verbal expressions of feelings, verbal responses
g) the child's ability to listen and remember and to act
h) the child's response to stories and participation in language activities
i) if the child needs visual aids to comprehend a story
j) if the child can follow non-verbal clues to meaning

k) if the child closes his or her eyes to listen better

l) if the child picks up phrases, chants, and words from stories or conversations

m) if the child repeats words spoken to him or her mechanically

n) if the child is able to relate a comprehensible story

o) if the child's vocabulary is adequate to the child's purpose, large or small compared to others of the same age, contains unusual words for a child of that age

p) if the child likes to play with words and how he or she plays with them, e.g. making up chants, humor

q) the child's sentence structure

r) the child's understanding of regularities, (e.g. walk, walked; girl, girls) irregularities, (e.g. buy, bought; mouse, mice) tense and pronouns

s) the child's ability to pronounce and enunciate

C 5. The graduating student *will observe the range and variety of the individual child's knowledge* in such areas as:

a) the natural life processes

b) family and societal roles

c) community experiences and events

d) observable concrete mechanical processes

C 6. The graduating student *will observe the individual child's interactions with adults* by noting:

a) the frequency of the child making contacts with adults and under what situations, e.g. routines, seeking approval, involvement of adult in play

b) the child's manner in approaching adults, e.g. teaching, showing clothes

c) the child's attitude in approaching adults, e.g. whining, demanding, trusting, warm-hearted

d) the child's reaction to the giving adult, e.g. when the adult offers affection: the child returns it, squirms or stiffens; when the adult offers help: the child accepts it, becomes clingy and helpless, or becomes angry

e) evidence of growing independence from adults

f) direct verbal expressions

g) special problems, e.g. overdependency; fear of new adults; excessive displays towards adults, including strangers

C 7. The graduating student *will observe the individual child's response to adult-directed group activities* by noting:

a) the child's initial reaction to the announcement that the group activity is about to begin, e.g. positive, negative, accepting

b) the sequence of events

c) the adult's role in the activity

d) the child's reaction to sharing the adults with other children or other adults

e) the child's method of participating in the activity, e.g. imitation, originality

f) the child's manner in participation, e.g. body movement, facial expressions

g) the child's attitude and activities if he or she does not participate

h) the child's response to adult directions

i) how the child leaves the activity and what he goes on to

C 8. The graduating student *will observe the individual child's behaviour in dramatic play* by noting:

a) the role the child takes, e.g. driver, father, mother, baby, animal

b) the position or attitude the child takes, e.g. boss, subordinate, leader, cooperator, moralist, scapegoat

c) if the same role is always assumed

d) if the same position or attitude is always assumed

e) the relationship between the individual child's assumption of role and attitude and others involved in the play, e.g. always the boss, only the boss with timid children

f) the method of maintaining the role and attitude, e.g. by rationalizing, talking excessively, humour, enrichment of ideas, aggression, under protest, with helplessness, flexibility

g) the reason for the play ending, e.g. the child leaves, other children leave, routines interrupt, develop into other forms of play

h) the time length of the child's participation

i) the child's feelings at the end of play, e.g. happy, guilty, contented

j) language and concepts used

k) imagination and personal interests shown

l) problem-solving abilities

m) style of entry into and leaving dramatic play

C 9. The graduating student *will observe the individual child's behaviour with other children* by noting:

a) the child's interest in other children as indicated by direct evidence, e.g. positive approaches, or indirect evidence, e.g. staring at others, imitation

b) the child's methods of making contact, e.g. speech, attack, with ideas, with materials, threats, bribes, asks adult for help

c) the manner in which the child makes contact with other children

d) other children's responses to the child, e.g. acceptance, ignorance, affection, invitation to play

e) the child's response to other children's behaviour, e.g. withdraws, enters play

f) the child's feelings about other children, e.g. likes, fears, envies, special friends and the nature of the interrelationship

g) the child's manner of response, e.g. does the child appear shy, confident, angry

h) the child's ability to communicate his or her wishes, desires, annoyances, ideas, etc. to other children

i) the child's ability to share materials

j) the child's ability to take turns

k) the causes of clashes with others, e.g. possessions, ideas, unprovoked attacks

l) the child's method of handling conflicts, e.g. runs to an adult, cries, fights back, reasons, jokes

m) the child's manner in handling conflicts

n) the child's awareness of others' rights and needs

o) the child's ability to recognize and protect his or her own rights

p) the extent to which the child will seek other children's help

q) the extent to which he or she helps other children

r) the extent to which the child contributes ideas and suggestions

s) the extent that other people's ideas and suggestions are accepted

t) the child's defense mechanisms

u) special persistent problems or trends

v) evidences of growth through comparison with earlier stages

w) the child's relation to the entire group, e.g. the position, status and role within the group

C 10. The graduating student *will observe the individual child's use of materials* by noting:

a) how the child uses the various materials over a period of time, e.g. in persistent or changing ways

b) how the child comes to use the material, e.g. on his or her own initiative, on the suggestion of an adult or another child, through imitation of other children

c) the child's coordination and physical ability to carry out techniques

d) the child's use of techniques in relation to age and background experience

e) how the child works, e.g. the degree of concentration and care used, the degree of exploration, skills, etc.

f) the language or sound accompaniments

g) the child's mannerisms

h) the use of creativity, imagination and originality

i) the child's attention span in general, and in relation to specific materials and activities

j) the child's use of materials in dramatic play

k) whether the child completes what he or she starts

l) the adult's role and the child's response

m) how the child feels about the materials, e.g. the number, variety, frequency of materials and activities enjoyed, used or avoided and the changing and static interest

n) the child's general attitude and response towards both new and familiar materials

o) the child's reaction to both failure and success with materials

p) any special problems

C 11. The graduating student *will observe the individual child during routes* noting:

a) usual attitudes at beginning, throughout, and at the end of the routine

b) degree of dependence or independence as evidenced in routines

c) consistent emotional reactions to routines

d) coordination and abilities, tempo and time length

e) the effect of the child's behaviour on group functioning

f) the effect of routines as a social experience

g) adult participation and the child's response

h) expression of physical functioning

i) awareness of and interest in his or her own sex and sex differences revealed through routines

j) persistent or changing patterns of behaviour during routines

k) the effect of environment on behaviour

D. Use Information About the Individual Child

D 1. The graduating student, in cooperation with others, *will organize information about each child so that it is readily available* by:

a) collecting all relevant information about each child in one file

b) transferring information which is needed in particular situations or activities to appropriate places, e.g. food allergies posted in kitchen, telephone numbers near telephone

c) transferring information which is obtained collectively to the individual child's file, e.g. from attendance record, centre log or journal

d) storing information in such a way that it is accessible to staff

D 2. The graduating student, in cooperation with others, *will release or withhold information about each child appropriately* by:

a) taking into account legal and ethical considerations before any information is released

b) identifying the kind of information which is appropriately released in particular situations, e.g. with a child's parents, with a student, with the public, with a referral agent

c) selecting information appropriately when releasing it, e.g. when to withhold a child's name, when to speak in generalities

d) storing files so that confidentiality is maintained

e) keeping files as long as legally necessary, then destroying them

Information about each child will be drawn upon to establish long and short range goals for the child (Program Planning), to work with the child in day-to-day interactions (Guiding and Caring for Children), to communicate with parents about their child's growth and development (Interacting with Families), and to facilitate any necessary referral (Administration).

Program Planning

The graduating student, in cooperation with others, will develop program goals based upon an understanding of the families and children served by the program and of the community where it is located. These long- and short-term goals will be directed to meeting the needs and enhancing the total development of each child. Each element in the preschool environment, and all components of the program will be chosen using these goals as guidance.

Competency Clusters

A developing and stating goals

B planning a physical environment which promotes learning

C arranging the physical environment into interest areas

D planning individual activities

E planning the program

A. Develop and State Program Goals

A 1. The graduating student, in cooperation with others, *will develop and state long- and short-term program goals for the group of children* which take into account:

a) the chronological and developmental age range of the group of children
b) the daily length of the program
c) the advantages and limitations of the centre facilities
d) the characteristics of the community and neighbourhood, e.g. suburban, inner city, rural, new, old
e) patterns of enrolment into and departure from the group
f) patterns of social, cultural, and economic backgrounds represented in the group
g) patterns of family constellations represented in the group, e.g. single parents, students
h) the degree of parent involvement required or volunteered
i) the percentage and nature of "special needs" children within the group
j) the proportion of girls and boys represented in the group

A 2. The graduating student, in cooperation with others, *will establish long- and short-term goals for each individual child,* which take into account:

a) the child's present age and total developmental status
b) the child's family constellation, culture, life patterns, language
c) the child's past experiences with children and adults outside the family setting
d) major events in the child's life, e.g. a household move, death of someone close to him or her, changes in care-givers, separation of parents
e) any identified special needs of the child

B. Plan Physical Environment Which Promotes Learning

B 1. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which facilitate children learning through their senses* by:

a) planning each element of the environment with attention to its potential for sensory exploration and perceptual development
b) encouraging focusing of vision by orderly, attractive and well-lit arrangements of each element of the environment
c) avoiding overstimulation and promoting focusing of hearing by eliminating unnecessary or excessive noise.

B 2. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which promote each child's large muscle development* by:

a) planning indoor and outdoor environments so that spaces encourage free and uninhibited movement which does not impinge on and is not hindered by other activities
b) choosing a variety of equipment which stimulates the use of large muscles in many ways such as pulling, pushing, stretching, lifting, bending, running, climbing, jumping
c) choosing and planning the arrangements of equipment which promote balance and coordination
d) making use of elements in the natural and every day environment which have potential for stimulating large muscle development such as snow, trees, large cartons, etc.

B 3. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which promote each child's fine muscle development* by:

a) planning indoor and outdoor spaces and arrangements which ensure that fine muscle activities may be carried out unhindered by other activities

b) choosing a variety of equipment which stimulates the use of fine muscles in many ways such as threading, cutting, pasting, painting; using small assembly toys and molding materials

c) making use of elements in the natural and everyday environment which have potential for stimulating fine muscle development such as pebbles, leaves, grass

B 4. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which promote children's cognitive development* by:

a) choosing and arranging seriation, conservation and classification of materials

b) choosing and arranging materials and equipment which stimulate children to experience, observe, and question relationships between objects, people and events

c) choosing and arranging elements in the environment which stimulate children to solve problems

d) choosing and arranging a wide range of symbolic materials, with different representational levels, e.g. real broom, toy broom, realistic picture of a broom, semi-abstract picture of a broom, the word "broom"

e) choosing equipment and arrangements which promote interactions between children and enable them to experience decentration

f) planning private spaces, indoors and out, where children may concentrate on an activity or problem

g) planning open-ended materials and unspecified spaces which lend themselves to manipulation and change by children

h) planning access and storage of equipment and materials in such ways that they suggest use and play potential for children

B 5. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which support children's emotional development* by:

a) planning and arranging equipment and materials which invite the acting out of emotion-laden experiences

b) planning arrangements which encourage children to have thoughtful, undisturbed moments

c) choosing materials which serve as a catalyst for emotional expression

d) choosing equipment and materials which promote children's self-concepts, i.e. which allow them to see and hear themselves and their names and which reflect their own experiences, backgrounds and lifestyles

e) choosing a wide variety of materials and equipment to ensure each individual child will be able to have successful experiences at his or her developmental level

f) ensuring that the environment empowers the child to move through it freely and meet his own needs independently

g) ensuring that materials and equipment are free of cultural and sexual bias

B 6. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which promote children's social development* by:

a) choosing and arranging equipment which invites a variety of social groupings, i.e. for a child to be a non-participant observer, to play alone, or to engage in parallel, associative or cooperative play

b) choosing equipment which encourages a variety of sociable activities, indoors and out

c) choosing and arranging equipment which encourages social role-taking

d) choosing and arranging equipment which stimulates a variety of role functions or dynamics such as leader/follower, active/passive

e) planning the elements of the environment so that they assist in defining behavioral expectations of the children, e.g. cleanup and maintenance materials accessible for child use, number of smocks near water play

B 7. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which stimulate children's language development* by:

a) choosing equipment which invites adults' verbal interaction with children, e.g. assembly toys, swings

b) choosing equipment which may require the child to verbally request assistance from adults or children, e.g. dress up clothes

c) choosing equipment which is enhanced by verbal communication between children, e.g. tea sets

d) choosing equipment which encourages verbal expression such as puppets, sets of dolls, animals, community helpers

e) choosing and arranging equipment which encourages talking and verbal play among children such as face-to-face rocking boats, tunnels, climbing frames

f) choosing equipment and materials which enrich language such as books, audio-visual materials

g) providing arrangements which allow children to experience the results of their verbal expressions, e.g. tape recorders, dictated stories

h) choosing materials which involve the use of a variety of languages

i) planning settings which provoke different language usages

B 8. The graduating student, in cooperation with others, *will plan indoor and outdoor environments which encourage children to become aware of the life process* by:

a) ensuring there is plant life in the setting, e.g. indoor plants, a garden

b) ensuring animal life is observable and protected

c) ensuring nature is represented by books, pictures, posters, etc. and collections of materials such as stones, leaves

d) modelling and encouraging the maintenance of the natural environment

e) arranging for contacts with old people, babies, and older children, and books, posters, etc. which represent a variety of ages

B 9. The graduating student in cooperation with others, *will plan indoor and outdoor environments which promote the development of children's creativity* by:

a) ensuring that a majority of equipment and space can be used in many ways at the initiative of the children

b) providing materials and spaces which invite children to redefine their use

c) introducing novel equipment from time to time

C. Arrange Physical Environment into Interest Areas

C 1. The graduating student, in cooperation with others, *will plan indoor interest areas which promote all aspects of children's development* including:

a) a dramatic play area with childsize facsimiles of real life situations, e.g. house, store

b) a large-block area, equipped with a wide variety of unit blocks of different sizes, shapes and materials, in an area accessible to the dramatic play, with ample floor space for building and where construction will not be threatened by other activities

c) an area near the large-block centre for accessories such as small wheeled toys, models of farm animals, people

d) an area for play with sand or a substitute material

e) a modelling area where playdough, clay, etc. can be presented, together with suitable containers and accessories

f) an area where drips and spills may be easily cleaned up for painting, finger-painting and other art activities

g) areas on tables and/or floor for use of small manipulation toys, puzzles, small blocks, etc.

h) a library area, providing some seclusion for children to look at books without interruption by other activities

i) a water-play area

j) a science area: possibly containing an animal (gerbils, guinea pigs, fish), plants; items of interest brought in by parents, children, or staff; projects such as seed sprouting and equipment such as a magnifying glass

k) music area, adjacent to an area which can be cleared to allow for dancing, marching and rhythmic movement

l) areas which may be used on a permanent or variable basis:

1) to meet particular program goals for the group or individual child or individual requirements

2) to meet requirements of weather, e.g. a plan to arrange and utilize space and equipment for large muscle activity indoors, on inclement days

3) to vary activities during the course of a day

4) at the instigation of a child or children

C 2. The graduating student, in cooperation with others, *will plan outdoor interest areas which promote all aspects of children's development* including:

a) a dramatic play area with accessories, e.g. platform, house

b) a block area with large blocks, planks, etc., where construction will not be threatened by other activities, and including storage for blocks and planks

c) a hard surface area where wheeled toys can be used and with convenient access to storage place for wheeled toys

d) soft surfaces, e.g. grass, sand, weeds, for romping, for unspecified open-ended use and for gardens or digging

e) a sandbox with some sun, some shade and a well fitting cover to keep animals out

f) areas for sliding, swinging, rocking, etc., which do not impinge on traffic to and from other equipment

g) areas for climbing, balancing, building, crawling, etc., which are not hindered by traffic to and from other equipment

h) areas which may be used on a permanent or variable basis:

1) to meet particular program goals for the group or an individual child

2) to meet the needs or possibilities of the weather, e.g. sheltered area for excessive rain or sun, provision for usual indoor activities to take place outdoors in fine weather

3) to take place outdoors in fine weather at the instigation of the children

D. Plan Individual Activities

D 1. The graduating student, in cooperation with others, *will make a plan for each individual activity* which identifies:

a) the potential of the activity for contributing to total child growth and development: sensory, muscular, cognitive, affective, social, language, etc.

b) the potential of the activity for contributing to the goals for the individual children who will participate

c) the special skills and talents of the adult(s) who will be involved

d) methods and procedures to be followed

e) the materials, equipment and information which must be prepared; questions to ask, vocabulary to use, concepts to be clarified

f) the mode of the activity, e.g. an activity to be freely chosen and experimented with by any individual child in the group; an activity which invites full use by several children; a teacher-chosen, or teacher-stimulated activity for one child, several selected children or a group

g) an appropriate time in the daily program and an appropriate length of time for the activity to continue

h) an appropriate place for the activity, e.g. indoors or outdoors, at a large or small table, on the floor, in a special room, on a walk

i) the level of adult involvement in the activity

j) behavioral expectations of the children

k) guidance and limits anticipated

l) plans for changing, modifying or abandoning the activity if appropriate

m) evaluation of the activity

E. Plan the Program

E 1. The graduating student, in cooperation with others, *will develop a long-range program plan to meet long-range program goals* by:

a) ensuring that there is a continuum of curriculum available to children, based upon the unique contribution of each curriculum area to total child development

b) ensuring that the long-range program plan reflects the needs of the size of the group, age range, and individuality of the children in the group

c) ensuring that the long-range program plan takes into account such factors as the seasons, community and seasonal events, community resources

d) ensuring that the long-range program plan is flexible and versatile enough to take advantage of events, activities or situations which occur without prior knowledge or planning by the staff

e) ensuring that the long-range program plan is consistent, and provides expected patterns for the children

E 2. The graduating student, in cooperation with others, *will plan a daily program which ensures that each child's total development will be facilitated* by:

a) planning the daily program around the establishment and maintenance of the rhythms of the children's bodily needs for food, rest, sleep, elimination, physical activity and hygiene

b) ensuring the daily plan includes large blocks of time when the individual child may select and move freely from one arranged interest area to another

c) planning a balanced program which acknowledges human rhythms and emotional patterns such as:

1) a balance between primarily vigorous and primarily tranquil times

2) a balance between freely chosen and scheduled routine activities

3) a balance between small group, large group, and individual activities

4) a balance between child-initiated and adult-initiated activities

d) planning a variety of language experiences such as stories, discussions, language games

e) ensuring the availability of outdoor activities throughout the day when children may select and move freely from one arranged interest area to another

f) ensuring that transitions are planned which:

1) allow time for children to complete and put away activities before moving on to the next

2) are pleasant, relaxed and natural

3) are as individualized as the program will allow

g) planning to allow maximum child involvement and responsibility for the functioning of the centre

h) ensuring that the program guarantees that each child will have individual attention each day

i) ensuring that the program provides for staff communication with individual parents each day

j) ensuring that the daily program is flexible and versatile enough to incorporate spontaneous learning situations

k) ensuring that children's opinions, personal tastes, preferences, and current interests are solicited and incorporated into the daily program plan

E 3. The graduating student, in cooperation with others, *will plan daily routines which ensure the basic physical needs of the children are met* by:

a) planning consistent times and procedures which meet the needs of the majority of children in the group, so that children receive food when they are hungry; wash before meals, after toileting and other times as needed; rest or sleep when tired; and are suitably dressed, indoors and out

b) planning special arrangements for children whose needs vary from those of most of the group

c) planning the numbers of children engaged in a routine at any one time so that each will have adequate assistance throughout the routine, and opportunities to develop self-help skills

E 4. The graduating student, in cooperation with others, *will plan, make prior arrangements where necessary, and utilize community resources to enrich the program,* such as:

a) walks to places of interest in the immediate area, e.g. business centres, shops, libraries, parks, police stations, fire hall

b) visits to nearby areas of activity, e.g. construction sites, construction and repair to services (roads, telephone, waterlines, etc.), fire department drills

c) field trips to libraries, beaches, parks, zoos, etc.
d) field trips to special events, e.g. parades, festivals, plays, puppet shows
e) exchange of visits with other children in nearby facilities
f) nature walks in the immediate area
g) loans and exchanges of toys, books and equipment with other facilities
h) visits to the local health unit, hospital
i) visits to individual children's homes
j) visits to staff members' homes
k) exchange of visits with elderly people
l) visits to the centre by police, fire brigade, ambulance attendants and others
m) visits and performances at the centre by musicians, magicians, puppeteers, etc.

Guiding and Caring for Children

Warmth, flexibility, and perceptiveness toward each child's needs and style is basic in providing care and guidance for children. The graduating student will establish emotional rapport with each child through familiarity and understanding. He or she will be sensitive and gentle in interactions with children and will nurture and gradually extend children's abilities to perform basic care routines and acquire new skills. The graduating student will support each child's persistence, creativity, learning, and constructive cooperation while reinforcing attitudes of self-reliance and responsibility towards others.

Competency Clusters

A guiding children's learning through play

B communicating with children

C guiding children's behaviour

D providing personal care for children

A. Guide Children's Learning Through Play

A 1. The graduating student in cooperation with others, *will support children's learning through play* by:

a) modelling a playful attitude, curiosity and excitement about the environment and events; modelling exploratory behaviour and appropriate risk-taking

b) recognizing when a child should be undisturbed, e.g. when a child is observing others or concentrating on a task, ensuring that the child is undisturbed

c) recognizing the potential for a child's development as he or she takes a new initiative with an activity or another child, and promoting this development by such strategies as verbal or physical encouragement, moving close to the child, protecting the child's initiative from unnecessary interference by others

d) helping children to sustain their interests by such strategies as offering more of the equipment or materials or a variation on them, or introducing another child's ideas

e) assisting a child who is frustrated by an activity by such strategies as helping the child verbalize the difficulty, providing physical help, discussing alternatives, reassigning space

f) assisting a child who is hesitant to choose among the activities by such strategies as narrowing his or her attention to one or two possibilities, strolling with the child to observe the choices and activities of other children, sitting with the child to demonstrate the possibilities of a material

g) clarifying with a child the "pretend" orientation of dramatic play if he or she becomes confused or fearful in an intense dramatic play situation

A 2. The graduating student, in cooperation with others, *will extend each child's learning through play* by:

a) using language to extend children's learning by such strategies as stimulating recall, providing vocabulary, using questioning techniques, reflecting children's activities in language

b) providing experiences which require the child to remember to do the kind of structuring necessary for memory storage, appropriate for age and stage such as following directions, copying actions, utilizing experiences and stories, familiar songs, rhymes, dances, and games

c) stimulating through questioning and comment, the child's attention to and verbalization of relationships and concepts, as part of experiencing and manipulating real objects and activities

d) creating challenges to each child's physical strength and coordination, e.g. when a large muscle activity has been mastered with two feet, try one-foot; right side up, try upside down; forward, try backwards

e) encouraging and supporting children's creative and novel responses to events, equipment, and materials by such strategies as showing pleasure, providing additional resources, redefining limits

f) encouraging sensory exploration of materials, including those which may be messy

g) providing opportunities for children to become increasingly able to make visual and auditory discriminations

h) encouraging children to assume a variety of social roles and social functions, by such strategies as familiarizing children with a variety of social roles through experiences and stories; playing role-taking games; assigning tasks, e.g. snack-server

i) encouraging children to use resources such as their peers, adults, and books, for information and help

j) arranging opportunities for children to express feelings and have feelings expressed to them

k) arranging opportunities for children to appreciate others' talents and skills and individuality

l) involving children in planning their experiences

B. Communcation With Children

B 1. The graduating student *will communicate to, and respond to communications from each individual child* by:

a) modelling the sharing of information and ideas; using correct speech, grammar and diction; being clear and precise; using social connections; being tactful and sensitive to feelings

b) listening attentively, attempting to understand, seeking clarification from the child

c) responding verbally in a supportive, non-judgmental way, to the ideas and feelings of each child

d) modifying vocabulary to suit the needs of the individual child, while promoting expansion of the child's vocabulary

e) recognizing, initiating, and interacting with the individual child's interest and delight in the use of rhymes, rhythms, and nonsense verbal language and developing own appreciation of these means of verbal communication

f) anticipating children's needs for communication and responding promptly to these needs

g) encouraging children to find verbal expression to replace socially unacceptable behaviour, and augment other forms of communication

h) encouraging children to communicate with their peers and all others

i) encouraging awareness of "body language" symbols, e.g. shaking head, smiling, frowning, shrugs, hand motions, etc.

j) encouraging each individual child's verbal expression of ownership of feelings

k) providing opportunities for communication and expression through such avenues as music, stories, movement, discussion

l) recognizing a stress situation and providing backup through thoughtful handling of child, e.g. extra physical care and closeness, chances for one to one interaction

m) using eye contact and facial expression appropriately to reinforce other forms of communication

n) using body contact and gesture to reinforce other forms of communication

B 2. The graduating student, in cooperation with others, *will communicate with non-verbal children* by:

a) determining why the child is non-verbal, e.g. age, physical impediment, low level of language stimulation in the home, English as a second language or second dialect, emotional withdrawal

b) developing a sensitivity to, and understanding of, the individual non-verbal child's methods of communication

c) acknowledging and responding appropriately to the non-verbal child's communications, both verbally and with non-verbal responses

d) verbally interpreting to the child understandings of his or her non-verbal communication

e) initiating communication with non-verbal children, utilizing all methods of communication

f) helping the non-verbal child communicate with others verbally

g) ensuring the non-verbal child is welcomed and included in all activities

B 3. The graduating student, in cooperation with others, *will encourage communication between children* by:

a) encouraging children to develop a sensitivity to, and understanding of each other's individual verbal and non-verbal methods of communication

b) encouraging children to acknowledge and respond to each other's communications

c) acting as an interpreter to facilitate and clarify communication between children

d) encouraging children to initiate communication with each other

C. Guide Children's Behaviour

C 1. The graduating student, in cooperation with others, *will promote autonomy and cooperation in children's behaviour* by:

a) modelling desired behaviour

b) modelling relationships based on mutual concern, respect, trust, appreciation, and affection with each individual child

c) ensuring negative behaviour is not rewarded

d) seeking opportunities to give positive re-enforcement for desirable behaviour and encouraging others to re-enforce positive behaviour

e) ensuring situations which may elicit negative behaviour are avoided

f) ensuring situations which elicit positive behaviour are created

g) helping children to recognize that positive behaviour is conducive to meeting goals and gaining personal satisfaction

h) helping children to recognize that harmonious interactions with others result in positive feelings of self-esteem and contentment

i) encouraging children to take increasing responsibility for their own behaviour and its consequences

j) providing children with opportunities to make choices and decisions about their own activities

k) providing children with opportunities to take a meaningful part in the decision making process about group activities

l) encouraging children to assess the consequences of their behaviour on the feelings of others

C 2. The graduating student, in cooperation with others, *will set reasonable requirements, limits and expectations for children's behaviour* which:

a) are defined in terms understandable to the child, i.e. reasons for the requirements or limits

b) clearly defined in terms of expected behaviour

c) are within the interest and capacity of the child to fulfill

d) can be consistently maintained

e) take into account the range of individual differences in children's needs for clear directions, structure and limits

f) protect the child's and others' safety when hazards cannot be eliminated, e.g. not standing on a moving wagon

g) encourage children to take increasing responsibility for their own actions

h) respect each person's rights, including the child's right to question requirements

i) enable the child to move towards sociability

j) do not unnecessarily restrain the children's freedom

k) ensure that the number of expectations placed on a child is appropriate to the developmental level and circumstances of the child

l) balance the rights of each individual child and the group

m) recognize and respect each child's point of view

n) recognize different expectations between home and centre

C 3. The graduating student, in cooperation with others, *will help and support each child to meet behavioural expectations* by:

a) always expecting that behavioural expectations will be met and that the accomplishment of requirements will facilitate each person's activities

b) being available at all times to help any child reach behavioural expectations in a spirit of doing things together

c) facilitating children to help each meet behavioural expectations and experience the pleasure of accomplishment together

d) anticipating and preventing unacceptable behaviour by distracting, redirecting, physical restraint, reminding

e) gaining a child's attention (by word, touch, taking the child's hand) before giving a direction or explaining a requirement

f) initially phrasing a behavioural expectation in terms of information, e.g. "it's time to wash", "your coat goes in the cupboard"

g) phrasing a requirement in positive rather than negative form whenever possible

h) encouraging the ability to see the rationale for requirements and limits

i) avoiding phrasing a requirement as a question when not offering a child the choice of whether to comply or not

j) responding appropriately to each individual child's capacity to meet requirements

k) creating situations which encourage children to develop a sense of responsibility toward the well-being of other children in the group

l) allowing ample time for each child to comprehend and act on a requirement or expectation

C 4. The graduating student, in cooperation with others, *will help each child express his or her feelings in emotional situations* by:

a) accepting and respecting the child's feelings

b) identifying when it is appropriate to approach a child to help or support him or her in emotional situations

c) helping the child express in words what he or she is feeling

d) acknowledging a child's appropriate handling of an emotional situation

e) reflecting a child's own emotion by facial expression or taking part in an activity associated with much emotion, e.g. joyously kicking a pile of autumn leaves, lying beside a child full of doubt about nap time

f) helping the child express what he or she is feeling in actions which use up the energy generated by strong emotion, and which do not harm the child or others

g) carefully observing a child who might have an uncontrollable, fearful or angry response to a situation, e.g. a new child, a timid child, a child who greatly desires a piece of unavailable equipment; and utilizing appropriately such strategies as intervention to prevent a situation, acknowledgement of feelings, gentle but firm restraint of a child, supporting both a hurt and a hurtful child

h) creating opportunities to "pretend" the emotion, especially in music and rhythm experiences, and in dramatic play

i) exploring common childhood emotional experiences through stories, songs and conversations suitable to the developmental level of the group of children

j) encouraging children to express feelings to one another, to resolve conflicts, and to assume primary responsibility for the resolution of conflicts

k) recognizing, interpreting and expressing one's own negative feelings

l) recognizing, interpreting and responding to feelings expressed by children towards other children and adults

D. Provide Personal Care for Children

D 1. The graduating student, in cooperation with others, *will ensure that each child's basic needs are comfortably met* by:

a) modelling relaxed enjoyment of and attentiveness to routines such as eating, resting, washing, dressing

b) meeting contingencies promptly, when a child demonstrates a need not usually met by the program, e.g. arriving at the centre hungry, becoming exhausted very early in the day

c) creating an atmosphere conducive to pleasant routines through such strategies as appropriately transforming the environment, controlling the numbers of children

d) arranging entries to and exits from routines in a manner which is unhurried and respectful of each child's pace

e) ensuring that each child is comfortably prepared for each routine, e.g. has shoes off and clothing loosened for rest; is clean and tidied for meal and snack times

f) ensuring that each child comfortably completes each routine, e.g. clothing adjusted after rest and toileting; post-toileting cleanliness ensured

g) helping each child through routines in a manner which shows through touch and voice, respect for the child's growing mastery of body functions and body comfort

h) arranging facilities, equipment and procedures for routines which:

1) are clean, e.g. tables, mattresses and covers, wash basins and toilets, cloakroom cupboards

2) are easily identified and familiar to each child, e.g. placement of mattress, procedures in routines

3) promote children's independence and self-help skills, e.g. coat hooks and wash basins at child height

i) helping children with accidents, e.g. toileting, spilled food: with an accepting attitude, using procedures which are sanitary and encourage the child to help with cleaning up, and adjusting timing or procedures to help prevent further accidents

j) encouraging children to care for their bodies, e.g. sneezing, nose blowing, combing hair

k) refraining from coercive attitudes to routines

D 2. The graduating student, in cooperation with others, *will personally care for children indoors and out and on field trips to ensure the safety of each child at all times* by:

a) assisting children to select and utilize equipment with care for their own and others' safety

b) being alert to and anticipating weather hazards, such as slippery steps or sun-hot metal, and taking special measures to protect children

c) while encouraging adventurous play, remaining close enough to help children in particularly risky situations

d) ensuring that when a child or children partake in field trips, the number and responsibilities of adults are adequate for the safety of the children and an emergency list of telephone numbers and an emergency kit accompany field trips

e) establishing and practising emergency evacuation plans from the centre appropriate to time of day and according to number of adults in the centre, e.g. rest time, late in the day, when one staff person is present

f) ensuring the program is unhurried to help prevent accidents

g) ensuring that the presence of any undesirable person is eliminated

h) ensuring that doorways, passageways and trafficways are free from toys and clutter

i) removing broken or hazardous equipment from the environment

D 3. The graduating student, in cooperation with others, *will control and adjust environmental factors to maintain the health and comfort of children* by:

a) admitting or limiting heat in the centre, appropriate to the activities of children

b) adjusting lighting according to mood of activities and according to seasonal and daily weather and making maximum use of natural light from doors and windows

c) ensuring there is a supply of fresh air in the centre, and ventilation is conducive to a pleasant environment and appropriate to children's activities

d) ensuring that excessive sound is eliminated or dampened, and that noise level is conducive to a pleasant environment

e) maintaining the cleanliness and order of the whole environment

f) maintaining and changing the environment so it is continually interesting and attractive

Health

Health is more than an absence of illness. It includes a sense of physical and mental well-being, vitality, enthusiasm and joy. The graduating student, in cooperation with others, will establish and maintain high standards of health for self and for children. He or she will ensure that standards of hygiene protect each child from health hazards and that each child's nutritional needs are met, and will respond to all illness and accident situations promptly, efficiently and sensitively.

Competency Clusters

A modelling good personal health habits

B planning for each child's daily nutritional needs

C assessing and managing childhood illnesses and accidents

D recognizing, assessing and working towards eliminating cases of child abuse, or suspected child abuse

A. Model Good Personal Health Habits

A 1. The graduating student *will model good health habits* by:

a) maintaining personal hygiene and grooming so that close physical contact is pleasant for the children and others

b) washing hands at appropriate times during the daily program as dictated by principles of hygiene

c) maintaining a hair style which does not present a health or safety hazard

d) wearing clothing and footwear appropriate to performance of tasks and weather conditions

e) refraining from eating non-nutritious foods while with the children

f) refraining from demonstrating a dependency on stimulants such as tea or coffee

g) refraining from smoking while with the children

h) refraining from indulging in excesses of alcohol or drugs which will result in impaired performance

i) complying with Workers Compensation standards in performance of tasks, e.g. care of the spine when lifting

A 2. The graduating student *will demonstrate a healthy mental attitude to life* by:

a) an involvement with a variety of life activities such as physical activities, cultural activities, community activities

b) maintaining contacts with own community, family, friends, other professionals

c) recognizing that growth of self is an ongoing process, and accepting his or her own present state

A 3. The graduating student *will utilize sick days to maintain a high standard of health* by:

a) protecting the other staff, children and parents from possible infection by removing him or herself when ill, or when mental or emotional concerns prevent full functioning as a competent professional

b) recognizing preventative health measures as well as curative, e.g. assessing if one sick day is taken at onset of mental or physical health problem, extended use of sick days may be avoided

B. Meet Nutritional Needs

*B 1. The graduating student in cooperation with others *will plan cooperatively with parents to meet the daily nutritional needs of each child* by:

a) determining with parents the nutritional needs of their preschool children and establishing the way nutritional needs will be met, e.g. food service, packed lunch

b) considering with parents alternate foods which meet nutritional needs

c) considering with parents alternate ways of balancing food intake at home and centre

d) establishing and maintaining a system to inform parents about the child's daily food intake at the centre, and to receive indications from parents about the child's eating habits at home

e) providing parents with information about human nutritional needs and how to meet them, e.g. films, visiting dietician, etc.

f) encouraging all parents to share food and food preparation ideas

B 2. The graduating student, in cooperation with others, *will plan meals and snacks:*

a) which meet preschool children's daily nutritional needs, digestive tract development and eating skills, using the best current information available

b) which include all food groups

c) which take into account any child's specific dietary requirements or restrictions

d) which take into account individual physical, social and cultural differences of each child

e) which ensure very young children are not given whole nuts or kernel foods

f) choosing foods that are the best nutritional buys, e.g. advertised special and seasonal buys which fall within budget limitations

g) taking into account staff and equipment at the centre

h) choosing foods that are compatible with good dental health

i) including foods that broaden range and variety of taste, colour, texture, and flavour while meeting nutritional and budget needs

j) including children in planning

k) endeavouring to make each experience with food one that teaches good nutrition

B 3. The graduating student, in cooperation with others *will prepare meals and snacks:*

a) which meet children's nutritional needs

b) using proper storage, preparation or cooking procedures to retain maximum nutritional value and maintain maximum palatability

c) involving children in the preparation where appropriate

d) encouraging the involvement of parents

e) preventing bacterial contamination or growth in food throughout storage, preparation and cooking procedures

f) developing and using a file of standardized recipes

g) suitable for the preschool child's eating skills and digestive system, e.g. avoiding highly spiced or fried foods

B 4. The graduating student, in cooperation with others, *will serve meals and snacks:*

a) at established appropriate times, e.g. when children are hungry, when snacks won't interfere with appetite for meals

b) attractively arranged, palatable

c) at moderate temperatures

d) in individual amounts consistent with each child's usual daily intake and varied according to his or her expressed desires and encouraging children to serve themselves appropriate amounts

B 5. The graduating student, in cooperation with others, *will arrange meal and snack times conducive to enjoyment and digestion of food* by:

a) modelling relaxed enjoyment of food, willingness to try new food, and acceptable social behaviour

b) arranging the physical environment attractively to ensure adequate space and comfort for each child

c) planning and carrying out transitions to and from meal and snack times which are orderly, relaxed, and do not require any child to wait for long periods

d) modelling and encouraging a moderate amount of conversation, mutual help, growing independence, and mastering of food and utensils

e) ensuring seating arrangements are comfortable for adults and children

f) setting up the environment to encourage the children to be independent, e.g. pouring milk, putting away dishes

g) respecting children's likes and dislikes and practising consistent meal time policies on likes and dislikes

h) ensuring coercive attitudes to food are not displayed, e.g. eating is not forced, food is not used as a bribe, withdrawal of food is not used as a punishment

i) introducing new foods in a non-judgmental, experimental atmosphere, as a planned activity

j) arranging for quiet and cleanup before eating

k) inviting parents to eat with children

l) encouraging children to assist with cleaning up after meals and to show respect for the individuals who prepare the food

B 6. The graduating student, in cooperation with others, *will follow hygienic procedures for food preparation, food storage and cleanup* by:

a) using lifters, tongs etc., in food handling whenever possible

b) appropriately covering cuts or sores and seeking appropriate treatment for infected sores

c) not "grooming" in food preparation or service areas

d) not touching parts of utensils which come in contact with mouths

e) ensuring dropped utensils or dishes are washed before use or replaced by clean items

f) ensuring hands are washed before food preparation or serving

g) complying with all other procedures posted in the centre

h) ensuring foods are stored at appropriate temperatures

*B 7. The graduating student, in cooperation with others, *will establish procedures for food preparation and cleanup which meet public health standards at all times* by:

a) obtaining public health standards from the local health authority

b) applying public health standards to a centre situation in consultation with staff, parents and governing board

c) posting in food preparation area public health standards as they apply to that centre and to food preparation personnel

d) assigning and meeting responsibilities for maintaining standards

e) providing for review and change of procedures to conform with standards, as conditions in the centre may change

B 8. To help the child put sound nutrition principles into practice, the graduating student *will plan food curriculum activities* that:

a) develop healthy attitudes and habits

b) develop sensory enjoyment of food

c) develop a familiarity with a wide variety of foods

d) develop an understanding of the relationship between eating and bodily function

B 9. The graduating student, in cooperation with others, *will ensure that drinking water is encouraged* by:

a) maintaining a fresh, clean supply of drinking water

b) providing access to clean cups or paper cups

c) offering water to children at appropriate times

C. Assess and Manage Illness and Accidents

C 1. The graduating student, in cooperation with others, *will ensure all emergency numbers are prominently posted* including:

a) fire

b) ambulance

c) poison control

d) police

*C 2. In cooperation with other staff, parents, and health authorities the graduating student *will establish health standards to be met daily by each individual child,* including:

a) the absence of an acute cold with fever, runny nose and eyes, sneezing, coughing, sore throat. When temperature, well-being and energy are normal, the child with cough and runny nose may return to the group

b) the absence of fever or feeling unwell, these being possibly early signs of illness which may become fullblown rapidly

c) the absence of a communicable disease, infected skin or hair, or an undiagnosed rash. Whether or not a child is infectious may require verification by the child's doctor or the Public Health Nurse, e.g. determining if a rash is measles, and what kind, so other parents can be informed and take precautions

d) the absence of vomiting or diarrhea

C 3. The graduating student *will ensure that a daily assessment is made by staff of each individual child's state of health at the time of the child's arrival at the centre,* by:

a) greeting parent and child and noting responses

b) feeling the child's hands and face for body temperature

c) noting child's physical signs including:

1) if eyes are clear, bright and focused

2) if face is flushed or unusually pallid

3) if child has runny nose or sniffles

4) if child has a cough

5) if child is calm and well-rested, sluggish and languid, or nervous and insecure, etc.

d) enquiring of parent or other if the child has been in normal health since she or he was last at the centre, e.g. appetite, sleep, bowel movements, vomiting, fever, medication, etc.

e) noting if the child has cuts, bruises, burns, etc., and enquiring about the origin of these

f) enquiring of any unusual event at home, e.g. death of a cat

g) recording any unusual events, marks, bruises etc., in the daily journal

h) creating an atmosphere where parents feel comfortable about volunteering information

i) if a child does not meet health standards, informing parent or person responsible for bringing child to centre, and offering support and assistance (see: Interacting with Parents)

C 4. The graduating student, in cooperation with others *will note changes in each child's state of health throughout the day* including:

a) the child's level of energy, activity, and social involvement
b) changes in temperatures as indicated by flushed or pallid face
c) if the child's eyes appear normal
d) if the child's skin feels normal
e) if the child has a normal appetite
f) if bowel movements are normal
g) if the child rests well
h) any changes in the child's disposition, e.g. irritability, depression, withdrawal, etc.

C 5. The graduating student, in cooperation with others *will take the necessary steps indicated by changes in health, to prevent or remedy the situation* by:

a) isolating the child from the group so that the sick child can rest and the group is not exposed to health risks
b) notifying parents
c) calling emergency services if the situation is acute, e.g. ambulance, fire department
d) if necessary, sponging to reduce fever
e) administering any medication previously determined as being suitable for this child in this situation for which permission of parent and physician has been obtained

*C 6. The graduating student, in cooperation with others *will ensure all prescribed medication is administered appropriately* by:

a) ensuring prescription medication and written, signed instructions are received from the parent, or responsible adult upon the child's arrival at the centre
b) ensuring any discrepencies between the parents' directions, and label directions on the medication are clarified
c) ensuring times and amounts of medication to be given are noted
d) ensuring medication is stored according to directions, and out of children's reach
e) ensuring medication is administered according to directions
f) ensuring that a record is made of administration of medication according to direction, and signed by administering staff
g) ensuring that medication is given to parent when the child leaves the centre if administration is to be continued at home
h) ensuring any side effects of the medication are noted, recorded and reported to parents

*C 7. The graduating student, in cooperation with others *will inform parents about the procedures for the use of non-prescription medication* by:

a) establishing with parents at initial interview what, if any, non-prescription medications have been authorized by their doctor for their child, and obtaining a written directive from the doctor, e.g. for an allergic reaction
b) advising parents, when they bring non-prescription medication to the centre, that non-prescription medication will not be administered unless a written directive from the doctor accompanies it
c) interpreting to parents the legal and professional responsibilities of staff
d) ensuring the same procedures are followed as for prescription drugs, if it is agreed between parent and staff, and supported by a written medical directive, that a child is to receive non-prescription medication

*C 8. The graduating student, in cooperation with others, *will minimize the spread of communicable illness and disease* by:

a) not permitting children with communicable diseases to be at the centre during the infectious stage

b) posting a notice informing all parents, staff and others of incidences of illness, especially communicable diseases, of any child, parent or staff member, and drawing everyone's attention to this information

c) posting a notice informing all parents, staff and others of incidences of contact with communicably ill persons by any child, parent or staff member, and drawing everyone's attention to this information

d) informing the local health unit of any child or other person connected with the centre who is ill with a communicable disease

e) establishing with the local health unit systematic communication whereby the local health unit will inform staff at the centre of any incidences of communicable disease in the community

f) informing parents, staff and others of any incidences of communicable disease in the wider community

g) reviewing with parents the need for continuing booster shots to maintain continued immunity

C 9. The graduating student, in cooperation with others, *will promptly apply recognized first aid procedures* for the following:

a) convulsions

b) insulin and diabetic shock, epileptic seizures

c) all cuts and wounds and bleeding

d) all bruises and lumps

e) all burns, including sunburn

f) electrical shock

g) poisoning and suspected poisoning

h) head injuries

i) resuscitation in choking and breathing

j) frost bite, hypothermia and heat exhaustion

k) stings

l) vomit situations

m) splinters and slivers

n) fever situations

o) fractures

*C 10. The graduating student, in cooperation with others *will establish accident and illness procedures* by:

a) arranging immediate access to emergency telephone numbers

b) providing an isolation area

c) maintaining a first aid kit and ensuring all adults know of its location

d) ensuring all staff can apply first aid procedures

e) ensuring all adults are familiar with evacuation procedures (in cases of fire, gas leaks, etc.)

f) reporting to the Medical Health Officer any accident or illness requiring outside assistance

g) ensuring that all causes of accidents are investigated and that the necessary steps are taken to eliminate the possibility of a similar incident occurring

C 11. The graduating student, in cooperation with others, *will follow illness or accident procedures* by:

a) ensuring immediate first aid is applied to maintain life and reduce risk of further injury

b) ensuring that the child is in the best possible place to maintain life and minimize further injury

c) assessing the need for and calling emergency medical services, e.g. ambulance or inhalator

d) enabling self and others to refrain from exhibiting repugnances, distaste or revulsion and to maintain calm outward appearance during emergency

e) ensuring that parents are notified

f) providing support and comfort for an ill or injured child and ensuring that all the needs of the individual child in crisis are met

g) ensuring that all other children are safe and cared for

h) ensuring that indications of support and comfort from other children and adults are exhibited

D. Recognize and Work Towards the Elimination of Child Abuse

*D 1. The graduating student, in cooperation with others, *will recognize situations which are potentially abusive* by determining whether:

a) methods of discipline used at home are punitive or nurturing

b) parental attitudes towards the child are positive or negative

c) parental expectations of behaviour are realistic

d) parents have received adequate "parenting" themselves

e) parents reinforce negative behaviour by giving the child attention only when negative behaviour is occuring

f) parents are under stress

g) parents are physically or psychologically isolated from family, friends and the community

h) the parents' attitude towards their child is consistent

D 2. The graduating student, in cooperation with others, *will provide opportunities for parents to augment their parenting skills* (see Interacting with Families).

D 3. The graduating student, in cooperation with others and through daily assessment of each child, *will recognize signs which may indicate the possibility of child abuse* by noting if the child:

a) is withdrawn, shows lack of facial expression and eye expression

b) is abusive to other children, physically or verbally

c) is preoccupied with sex in his or her play or exhibits a precocious knowledge of sexual activities

d) shows physical signs of injury inconsistent with usual childhood accidents, and inconsistent with the explanation of the parents, e.g. welt marks, black eyes, cigarette burns, finger bruises on the upper arm

e) is preoccupied with self-stimulation behaviours, e.g. pulling out hair, rocking, head banging

f) has an excessive attachment to a surrogate object

g) usually flinches when approached suddenly, or appears fearful

h) has a vaginal injury, discharge or an odd gait (signs of sexual abuse)

*D 4. The graduating student *will take appropriate action on cases of child abuse or suspected child abuse* by:

a) giving aid and support to the family, and encouraging the use of community resources, to eliminate situations causing parents or others to resort to abuse

b) enlisting support and help from the centre's public health nurse

c) contacting a Ministry of Human Resources officer or child abuse team, preferably in the child's home area

d) if no action results from a contact with the child's MHR office, contacting, in sequence:

1) the MHR district supervisor

2) the MHR regional manager

3) the executive director of the region

4) if all else fails, contact the local MLA or newspaper to ask why there is no action locally on child abuse cases

e) refraining from assuming a punitive attitude to the parents, and supporting them by actions described in Interacting With Families, i.e. providing information and support

Communications

All human interactions and endeavours require a process by which information can be exchanged through a common system of symbols, signs, or behaviour. The graduating student will develop techniques for expressing and receiving ideas effectively, and will select methods and content which have common meanings for both the giver and receiver of the message.
Communications between families, staff, helping agencies and the business community are vital to meeting the needs of young children.

Competency Clusters

A use language effectively

B use skills of oral expression

C enhance listening

D use telephone techniques

E use writing skills

A. Use Language Effectively

A 1. The graduating student, in all written and oral communications, *will use language which effectively transmits information* by:

a) using words which are clear, precise and unambiguous, while retaining personal flavour and colour

b) organizing information into correct grammatical structures

c) using language which is understood by the listener, e.g. translated if necessary

d) selecting style and content which appropriately conveys the intended information

e) elaborating on, or simplifying a message appropriate to the situation

f) clarifying terms which may be unfamiliar

g) ensuring that the message is understood (see Interpersonal Skills)

B. Use Skills of Oral Expression

B 1. The graduating student *will use skills of oral expression* by:

a) clearly enunciating and pronouncing words and word sounds

b) using tone of voice, pitch, quality and strength of voice, and silence appropriate to the feelings and information being communicated

c) modulating voice according to the situation, e.g. one-to-one situation, or a group

d) using a cadence which is interesting and pleasant

e) speaking at a speed which allows the listener to comprehend the message

C. Enhance Listening

C 1. In one-to-one communications, the graduating student *will enhance listening* by:

a) giving undivided, individual attention to the person communicating

b) looking directly at the speaker

c) indicating that the communication has been received and understood

d) responding to the speaker

e) arranging the environment to minimize interruptions

D. Use Telephone Techniques

D 1. The graduating student *will use telephone techniques that enable clear communication to occur* by:

a) having a plan for answering the phone

b) identifying the centre and self to the caller or when placing calls

c) speaking clearly and directly into the mouth piece

d) utilizing skills of language and oral expression (see A & B)

e) writing down all phone messages and ensuring that messages have been correctly understood

f) distinguishing between urgent and non-urgent calls

g) having all necessary information easily accessible to enable prompt and efficient relaying of information to telephone enquiries

h) modulating voice appropriately (see B)

i) exercising tact, sensitivity, courtesy and patience

j) establishing if the call is convenient

k) ensuring that all telephone communications are acted upon

l) recognizing when the use of the telephone is appropriate

E. Use Writing Skills

E 1. The graduating student *will write effectively* by:

a) identifying the appropriate written form for a message, e.g. business letter, memo, report, informal note

b) using written language which is appropriate for the particular form, e.g. formal or informal, colloquial or carefully defined, objective or subjective, and which transmits information effectively (see A 1)

c) filling in forms so that information is complete and appropriately summarized

d) using appropriate salutation, presentation and continuity of ideas and signatures

e) recognizing when written communication should be replaced, reinforced or clarified by face-to-face or telephone communication

f) using correct spelling

g) using correct grammatical structure (see A 1)

E 2. The graduating student *will present written information effectively* by:

a) using handwriting, printing or typing which is legible

b) designing a written or printed message so that spacing, size of print, underlining, etc. help to convey the message

c) recognizing when information can be effectively communicated in visual, non-verbal ways, e.g. colours, photographs, drawings, graphs, symbols

d) ensuring messages are appropriate, clear and concise

Interpersonal Skills

Interpersonal communication is the single most important factor in the physical, intellectual, social and emotional development of all human individuals. It is central to developing relationships between adults and children, and between staff and families. The graduating student will demonstrate interpersonal skills which enhance and enrich relationships and contribute to the growth of self and others.

Competency Clusters

A self-knowledge

B sending messages

C receiving messages

D developing relationships

E group membership

F conflict and problem-solving

A. Self Knowledge

A 1. The graduating student *will articulate a developing awareness of his or her own:*

a) motives
b) values
c) beliefs
d) attitudes
e) ways of behaving
f) ways of perceiving
g) openness and willingness to change
h) ways of receiving information through his or her own senses
i) ways of interpreting information received

A 2. The graduating student *will demonstrate caring for self* by:

a) accepting own feelings and acting on them
b) identifying and accepting own strengths and limits, letting others know them and acting on them
c) caring for one's physical health and appearance
d) expressing willingness to face shortcomings
e) allowing time to do things for self
f) giving others the opportunity to act positively towards self
g) giving own needs priority when appropriate and postponing others' needs satisfactorily
h) describing oneself in positive terms
i) asking for support, help or recognition in ways that encourage others to respond

A 3. The graduating student *will assume responsibility for his or her own feelings and actions* by:

a) speaking for himself or herself, e.g. "I am", "I see", "my", "mine", "my opinion"
b) recognizing the separate identity of others
c) being self-directive, i.e. recognizing the need for, initiating and accomplishing tasks
d) a willingness to take appropriate risks

B. Sending Messages

B 1. The graduating student *will send messages appropriately to others* by:

a) describing and expressing feelings and body states
b) describing events and behaviours in concrete and specific terms (as opposed to abstract and general)
c) confronting when necessary
d) being congruent, i.e. matching words with feelings, behaviour with intentions
e) describing events and own responses to them without placing value judgments on others

B 2. The graduating student *will clarify messages in response to non-verbal cues* by:

a) integrating and interpreting the underlying feeling or meaning behind such cues as posture, gesture, facial expressions, distance, position, voice, touching, clothing
b) selecting and using a verbal or non-verbal mode for clarification

B 3. The graduating student *will give and receive verbal feedback* by:

a) describing the effect another person's behaviour has on self
b) describing behaviour of another person without inferring an evaluation
c) identifying own defensiveness and stating feelings behind the defensiveness
d) identifying defensive behaviour in others and acknowledging the underlying feelings
e) asking for feedback
f) checking to see that feedback has been received

C. Receiving Messages

C 1. The graduating student *will receive messages* by:

a) giving undivided attention to the speaker, or welcoming communication at another time when unable to respond
b) acknowledging others' rights to their own feelings
c) clarifying others' communication by:
   1) paraphrasing, i.e. showing the other person what his idea or suggestion means to one's self
   2) checking out with others what he or she thinks they are feeling rather than assuming he or she knows

D. Develop Relationships

D 1. The graduating student *will develop mutually supportive relationships* by:

a) identifying and clarifying others' expectations of self
b) identifying, expressing and clarifying own expectations of another person
c) encouraging others to place trust by creating a supportive context in which risks can be taken and feelings disclosed
d) exhibiting trust of others by being willing to take risks and disclose feelings
e) withstanding and resolving tension and conflict without withdrawing or taking over

*D 2. The graduating student *will fulfill responsibilities required of a helping relationship* by:

a) giving evidence of hearing and understanding another person through active listening
b) exhibiting interest and care about another person by displaying empathy, and respecting their right to their own feelings
c) responding to another person's expressed difficulty genuinely and with appropriate self-disclosure
d) allowing and encouraging others to resolve their own difficulties by such strategies as confronting the person sensitively and perceptively; discussing specific feelings, situations and events with awareness of their emotional content
e) identifying occasions and situations when another person could be in need of and receptive to help from another source, and facilitating the process

E. Group Membership

E 1. The graduating student *will participate productively in a group* by:

a) initiating and contributing ideas and information

b) giving and asking for information, ideas, opinions, feelings
c) supporting participation by all group members
d) disagreeing with others in ways that promote intellectual disagreement without personal rejection

*E 2. The graduating student *will enable a group to function productively* by:
a) identifying goals
b) periodically summarizing what has taken place and the major points discussed
c) encouraging participation by all group members
d) observing and evaluating the effectiveness of the group and diagnosing difficulties in the group functioning
e) giving direction to the discussion
f) clarifying discussion by paraphrasing, checking out or giving examples
g) testing whether decisions have been made and what the procedures will be to carry them out
h) moderating controversies by helping members disagree without personal rejection
i) beginning, ending, and keeping the meeting on time

F. Conflict and Problem-Solving

F 1. The graduating student *will demonstrate problem-solving techniques* such as:
a) defining all sides of the problem
b) diagnosing the problem and analyzing it
c) creating alternative strategies, e.g. brainstorming
d) selecting and implementing a solution
e) evaluating success of solution(s)

F 2. The graduating student *will enable conflicts to be managed constructively,* by such strategies as:
a) accepting conflict as an integral part of a relationship
b) encouraging expression and description of feelings
c) paraphrasing and showing empathy to other person(s)
d) clarifying or helping others clarify issue(s)
e) helping those in conflict see commonalities
f) recognizing when problem-solving is prematurely attempted
g) helping to develop plans to alleviate conflict and recognizing it prior to escalation
h) identifying creative or no-lose solutions

Interacting With Families

The graduating student, in cooperation with others, will orient a new child and family to the centre so that the child's life retains continuity, and the child becomes securely established in the centre. The graduating student will take the initiative in establishing a growing, mutually supportive relationship between home and centre, so that the child's needs will continue to be met.

Competency Clusters

A reaching prospective families

B accepting a new family

C continuing to develop a partnership with families

A. Reach Prospective Families

*A 1. The graduating student, in cooperation with others *will make available clear, concise and attractively presented printed information about the centre* including:

a) the centre's philosophy
b) the children's daily program
c) hours of operation
d) fees and subsidies
e) centre policies regarding responsibilities of staff and administration for the operation of the centre, and the involvement of parents
f) staff profiles

A 2. The graduating student *will respond accurately to initial inquiries from families* regarding:

a) hours of operation
b) eligibility requirements
c) type of care offered, e.g. daycare, nursery school
d) geographical location of the centre and accessibility by public transportation
e) vacancies by age group, if necessary

B. Accept a New Family

B 1. The graduating student *will collect factual information from parents* by:

a) requesting parents to fill out a registration form which includes
   1) child's full name, family (pet) name
   2) birthdate
   3) medical insurance number
   4) names of others living in the home
   5) address, phone number
   6) parents' work addresses, phone numbers
   7) names and ages of siblings
   8) usual language spoken in the home
   9) names of adults who may call for the child
   10) time child will be called for
   11) alternate or emergency phone number
   12) name, address and phone number of family doctor
   13) history of inoculations, childhood diseases
   14) list of allergies and ongoing health concerns
b) explaining the rationale for and assisting parents in completing the registration form

*B 2. The graduating student *will plan and conduct an initial interview with a family* by:

a) establishing a time and place for the interview which meets parent's needs and accommodates centre's schedule so that it may be unhurried, thorough and pleasant
b) ensuring the presence of an interpreter or friend of the family, if communication may be difficult

c) establishing a welcoming atmosphere by the use of names, comfortable seating, refreshments, casual conversation

d) if child is present at an initial interview, making arrangements for him or her to be welcomed into activities while having access to parents, and ensuring that names of child, parents, staff and other children are known and used

e) encouraging parents to share information that will aid the staff in understanding and meeting the child's needs including:

1) usual language spoken in the home
2) any pregnancy or birth complications
3) weight at birth, present weight
4) feeding problems or food dislikes
5) any operations, accidents, traumas
6) if child is on medication
7) usual words for toilet and toilet routine
8) child guidance methods used at home
9) bedtime routine, awakening time and morning routine
10) other adults close to the child, e.g. grandparents
11) parent's assessment of child's personality
12) favourite toy
13) child's past experiences in a group or with a single playmate
14) alternate day care plan if child is sick

f) providing and discussing information sheets for new parents which are relevant to the current operation of the centre, and reviewed periodically to ensure their usefulness to parents. These information sheets may include:

1) clothing needs for children at the centre
2) specific responsibilities of parents
3) telephone numbers of staff, community resources
4) a description of the gradual entry program
5) information on financing and subsidies
6) emergency procedures
7) arrival and departure procedures
8) health and nutrition procedures

g) inviting and answering questions about the centre, community resources, financing and government policies

h) preparing parent for gradual entry procedure

*B 3. The graduating student *will ensure that the necessary consent forms have been signed by parents* including the following:

a) permission for field trips

b) permission to obtain medical attention from family doctor or emergency services

c) authorization for those who may remove the child from the custody of the centre

d) signed authorization from the family doctor for the continuing administration of medications

e) if any individual may not remove the child from the centre and a signed statement to that effect

*B 4. The graduating student *will ensure that parents read, understand and sign a contractual agreement if appropriate:*

a) which includes

1) the full name and address of the centre

2) the full name and address of the parent or guardian

3) a description of the incorporation and licensing of the centre

4) details of the amount of fees and when they are to be paid

5) the amount of any deposit, when it will be paid, and the provision, if any, for obtaining a refund

6) a detailed statement of the procedure for termination of the agreement by either the parent or the centre

7) a detailed statement of all insurance arrangements

8) a statement of the minimum number of hours the child is required to attend the centre, if applicable

9) a detailed statement of the participation required of the parent in the centre, if applicable and the duties and responsibilities of the parent to the centre

10) a detailed statement of the duties, responsibilities and authority of the staff

11) a detailed statement of the health and safety measures that the parent will uphold

12) a detailed statement of the procedures the staff will carry out in emergency, accident or illness situations

13) grievance or complaint procedures

14) a detailed statement of policy and procedures if a child is absent for an extended period of time

15) clarification of all terms used in the contract

16) provision for signatures of the parent and witnesses

b) explaining tactfully any of the provisions of the contract

*B 5. The graduating student, in cooperation with others *will prepare for the new child's gradual entry into the centre* by:

a) explaining to parents the importance of a gradual introduction to the program

b) agreeing on an appropriate plan suitable for the individual child, the individual family situation and the children in the centre

c) providing a cloakroom and other appropriate space for the new child, clearly identified with her or his name

d) ensuring that the child's and family's names are known to all the staff and other children in the centre

e) ensuring that the staff are aware of the child's particular needs

f) scheduling the entry of new children to enable each child to gain a sense of security with the staff and to feel comfortable in the program

g) posting a list in the food preparation area of any food allergies the child may have, together with a list of prepared foods, e.g. mayonnaise, cookies, which contain them

*B 6. The graduating student, in cooperation with others, *will carry out a gradual entry program for each new child* by:

a) planning a short first visit for parents and child during which they are made to feel at home and staff interacts with the child in a manner that promotes and establishes a trusting relationship

b) gradually lengthening the child's stay and shortening the parents' stay according to the child's ability to adjust

c) arranging short departures of the parent including saying good-bye and letting the child know in terms he or she can understand when parent will return

d) ensuring a gradual introduction of new experiences, satisfactory experiences with activities and a deepening trust of the adults before the introduction of meal and nap time

e) arranging for the child to be picked up early by a relative or friend if the parents are unable to do so, for as long as the child needs a short day

f) communicating with parents in some detail about the child's first days in the centre

g) showing by words, facial expression and actions, respect for parents' growth in managing new tasks, and patterns associated with enrolling their child in a program

h) reassuring parents and child during any periods of stress or uncertainty

i) ensuring that parents feel welcome to spend time at the centre when they bring or call for their child

j) ensuring that parents are encouraged to telephone the centre during the day if they are feeling anxious

k) encouraging parents to establish healthful routines at homes for their child which will compliment the centre experience

NOTE: "Parent" should be understood to include a designate

B 7. The graduating student, in cooperation with others, *will introduce the new child to the program and milieu of the centre* by:

a) introducing the child to the use of equipment and materials by demonstrating or encouraging him or her to watch other children

b) physically and verbally helping the child to choose and use a variety of materials

c) assisting the child to use equipment and materials safely and appropriately

d) encouraging the child's approaches to other children and equipment, redirecting inappropriate approaches and encouraging or redirecting other children's approaches to the new child so that satisfactory encounters and experiences will result

e) integrating the new child into the group through such activities as games, songs, and conversations which use the children's names

f) sharing the child's emotional responses, e.g. satisfaction and delight, to establish a trusting relationship

g) providing an opportunity for the new child to watch other children take part in the routines as a means of encouraging participation

h) assisting the new child, physically and verbally, to accomplish each routine

i) helping the new child become familiar with the program by talking to her or him about the program in terms he or she can understand

*B 8. The graduating student, in cooperation with others, *will assist the child with special needs to become an integral part of the program* by:

a) establishing that the program can meet the needs of the child without detriment to the other children

b) talking with the staff and other relevant adults to allay possible anxieties

c) answering simply and honestly questions asked by the other children

d) accepting and respecting the feelings of the parent of the child

e) integrating the child into the program with as much normalcy as possible, e.g. stay a full day, arrive and depart in a pattern consistent with other families

f) learning any special procedures which are necessary for the child to remain in the program

g) developing innovative ways to help the child take part in program activities, e.g. adapt equipment and materials, provide appropriate space

h) working in cooperation with a referring agency

i) when appropriate seeking out additional resources in the community and assisting parents to use these

*B 9. The graduating student, in cooperation with other staff, *will provide a new family with opportunities to become familiar with the centre and to meet other families* by:

a) introducing them gradually and appropriately to children and other adults in the centre

b) enabling the child's and family's names to become known and used

c) encouraging the new family to explore the centre indoors and out, converse with children and staff, take part in activities

d) encouraging relatives or special family friends to visit the centre, once the child is securely established, and by prior arrangement

e) introducing communication between families whose children are developing friendships

f) ensuring that the new family is made aware of and is warmly welcomed to the first parents' gathering after enrolling, e.g. meeting, work party, or social gathering

C. Continue to Develop a Partnership With Families

C 1. The graduating student, in cooperation with others *will exchange information with parents about their child* including:

a) activities the child particularly enjoys

b) activities the child can perform well

c) areas of development with which the child needs extra assistance

d) guidance techniques which have elicited positive response from the child

e) the child's relationships and experiences

f) anecdotes in which adults can share their delights and concerns about the child

*C 2. The graduating student, in cooperation with others *will support each parent's responsibility for his or her child* by:

a) arranging opportunities such as parent meetings which focus on aspects of child development, when parents can feel free to discuss with other parents their concerns and pleasures with their own child

b) ensuring that each parent clearly understands the ways in which he or she can bring any concern to the attention of the staff

c) bringing to the attention of the parent and staff, concerns regarding unusual behaviour or development, eliciting a response from the parent, discussing possible alternatives and deciding on a course of action

d) where appropriate, assisting families to seek and use community resources

e) selecting appropriate communication methods for each individual parent's needs in each situation, e.g. interview, telephone calls, home visits

*C 3. The graduating student, in cooperation with others, *will offer continuing communication regarding philosophy, policies, practices, events and ongoing program to parents* by:

a) presenting information in ways personally meaningful to each individual parent, e.g. verbally, posted notice, information sheet

b) being alert to occasions when a parent must put into practice a centre policy which is not a daily occurence, e.g. child's illness, or a change in plan calling for child in order to reinforce, reinterpret, provide additional clarification, encouragment or assistance

c) welcoming the parents to the centre at all times as volunteers or observers, i.e. as partners, not strangers

d) offering tactful reminders to parents when they appear to forget policies or procedures

C 4. The graduating student *will provide opportunities for parents to augment their parenting skills* by:

a) modelling —

1) a nurturing, enabling attitude toward others

2) positive guidance techniques

3) pleasure, interest and enthusiasm in interactions with children

4) understanding and empathy toward others

5) affection and respect for each child

b) reinforcing positive parenting behaviour

c) making available a wide variety of information and materials about child development and child guidance, such as:

1) publications, leaflets, periodicals, books

2) pictures and posters

3) guest speakers at meetings

4) films and slide-tape presentations

5) community events relating to child development, e.g. lectures, workshops, films, T.V. programs

d) encouraging parents to exchange ideas for children's activities, e.g. excursions, T.V. viewing, activities for rainy days

e) making available information about services offered in the wider community, e.g. subsidies, health services, food co-ops, social services, legal advice, housing, etc.

f) arranging for and planning appropriate meetings and gatherings of parents

*C 5. The graduating student, in cooperation with others, *will encourage parents to participate in the centre* by:

a) welcoming suggestions from parents, e.g. regarding program changes or enrichment, social events, the centre environment; discussing the suggestions in relation to child development, and acting on them if possible

b) welcoming offers of assistance, e.g. sewing, carpentry

c) involving the parent as assistant or volunteer as appropriate

d) welcoming donations, e.g. paper, scrap materials

e) inviting parent to have lunch at the centre

f) inviting involvement in special events, e.g. birthday party

g) arranging for parent representation on the board of directors or governing body, if appropriate

h) in a situation where the centre is governed by parents, or where parents regularly participate in the program, clarifying the jurisdiction of parents and staff members

*C 6. The graduating student, in cooperation with others, *will plan with the parents for the departure of the family from the centre* by:

a) offering support through a time of change and possible uncertainty

b) assisting the parent to make a new plan for the child, e.g. community resources, literature

c) ensuring that the family is aware of possible anxiety in the child and related behaviours

d) explaining the centre's plan for helping the child adjust to the impending change

e) inviting continuing communication following the departure as the parent and child feel the need

Administration

Children's needs will only be met when a centre is functioning efficiently and appropriately. The graduating student, in cooperation with others, will establish and maintain all administrative functions necessary to ensure the ongoing optimum operation of the centre.

Competency Clusters

A functions relating to governing the centre

B functions relating to enrollment

C functions relating to finances

D functions relating to the care and maintenance of the centre and equipment

E functions relating to personnel

F functions relating to the program

G functions relating to community resources

A. Functions Relating to the Governing of the Centre

*A 1. The graduating student, in cooperation with others, *will interpret and apply the Community Care Facilities Licensing Act and Regulations* by:

a) having a copy of the current regulations and act on file

b) seeking clarification and interpretation from an appropriate source

c) ensuring the centre conforms to every aspect of the regulations

d) recognizing that the Act and Regulations are minimum standards, implementing quality standards appropriate to that particular centre

*A 2. The graduating student, in cooperation with others *will communicate with the governing body* by:

a) identifying the administrative responsibilities of the governing body

b) promoting frequent regular meetings of the governing body

c) attending and participating in all meetings of the governing body

d) appointing a designate when unable to attend

e) encouraging the attendance and participation of other staff members at meetings of the governing body

f) providing the governing body with written and verbal reports for discussion and resolution including:

1) interpreting the needs of the group, or individual children, parents or staff

2) items and events relating to the program

3) concerns, recommendations or requests for discussion, decision and action

g) communicating regularly between meetings with the chairperson of the governing body and appropriate committee chairperson

h) receiving and filing a copy of the minutes of all meetings of the governing body

i) orienting new members of the governing body to the centre, i.e. to its purpose, operation and program

j) inviting and welcoming members of the governing body to the centre to see the program in operation

*A 3. The graduating student, in cooperation with others, *will ensure that operating policies for the centre are made, implemented and revised* by:

a) ensuring that the governing body is aware of its responsibilities to formulate policies, e.g. personnel policies, admission policies, financial policies

b) ensuring that the governing body has appropriate information for decision making

c) implementing the policies of the governing board in the centre

d) keeping the governing body informed with respect to the implementation of policy

e) interpreting the need for revising existing policies

f) interpreting policy of the governing body to staff and as appropriate to parents

*A 4. The graduating student *will explain the procedures for establishing a centre* including:

a) application for incorporation as a nonprofit society within the requirements of the Societies Act

b) application for a business license

c) application to the municipality within the requirements of local bylaws regarding inspections and zoning

d) application to the Community Care Facilities Licensing Board for a license to operate a centre

B. Functions Relating to Enrollment

*B 1. The graduating student, in cooperation with others, *will establish a procedure for maintaining enrollment* including:

a) anticipating when vacancies will occur

b) reviewing applications on file and contacting these parents

c) recruiting additional applicants as necessary by informing present parents and community resource people

d) advertising by newspapers, notice boards, posters, etc.

e) ensuring advertisements are placed where they will attract prospective parents' attention

f) recording methods, costs, outcomes and samples of advertisements for future use

g) receiving the applications and ensuring that they are complete

h) arranging and conducting interviews

i) informing applicants if the child has been accepted or placed on waiting list

j) establishing a waiting list and keeping it current

C. Functions Relating to Finances

*C 1. The graduating student, in cooperation with others, *will establish and implement a budget process* by:

a) listing the items to be included in the budget estimate:

1) income from all sources

2) all expenditures (in categories)
staff salaries, including benefits
rent, utilities
maintenance and repairs
cleaning
household supplies
program supplies
equipment
office supplies
food
field trips
advertising
irregular expenditure, e.g. painting

b) recording actual figures for current year for each item

c) considering factors influencing amounts for next year, e.g. rises in food costs, anticipated subsidy increases, salary increases, etc.

d) recording estimated figures for each item for the next budget period

e) refining and revising the estimated figures

f) preparing a final budget estimate for the consideration and decision of the governing body

g) preparing periodic reports including year-end budget analysis

*C 2. The graduating student, in cooperation with others, *will handle disbursements of the centre's funds* by:

a) establishing and implementing a procedure for the payment of all bills including:
   1) ensuring that signing officers have completed the necessary bank forms
   2) ensuring that cheques are prepared showing payee, amount, date
   3) ensuring that deductions from salary cheques are made in accordance with Revenue Canada Guidelines
   4) ensuring that contributions to U.I.C., C.P.P., medical plan, etc. are forwarded on time to the appropriate agency
   5) arranging for cheques to be signed by the authorized persons
   6) ensuring that all payments and deposits are correctly recorded in the cheque register
   7) mailing cheques
b) establishing and implementing a procedure for handling petty cash including:
   1) establishing an appropriate amount for the petty cash fund
   2) providing a locked cash box
   3) a systematic method of keeping receipts
   4) recording expenditures systematically
   5) submitting an itemized account including receipts for reimbursement
c) monitoring financial reports and keeping expenditures within budget limits

*C 3. The graduating student, in cooperation with others, *will manage the centre's income* by:

a) establishing and maintaining an efficient system to collect fees from parents at the beginning of each month
b) ensuring receipts are issued for all money received
c) establishing and maintaining a system for handling subsidy coupons in accordance with current procedures of the appropriate government department
d) establishing and maintaining a system for collecting delinquent fees

*C 4. The graduating student, in cooperation with others, *will ensure financial accountability* by:

a) ensuring that all financial decisions, including expenditures, are properly authorized, and that minutes from all meetings are appropriately filed
b) ensuring that arrangements are made for an annual audit of the centre's financial records
c) ensuring that a bookkeeping system is established and maintained which includes:
   — a general journal
   — a monthly income statement
   — a monthly reconciliation

*C 5. The graduating student, in cooperation with others, *will ensure that insurance, including fire, theft, vandalism, liability, extra driver's insurance, is purchased* sufficient to:

a) meet legal requirements
b) reflect the actual value of the centre and its contents, reviewed annually
c) reflect current patterns of claim settlements

D. Functions Relating to Care and Maintenance of the Centre and Equipment

*D 1. The graduating student, in cooperation with others, *will assess and select materials and equipment* on the basis of:

a) the variety of developmental experiences which each provides and flexibility of the uses to which each can be put
b) the usefulness of each to the full age range of the children in the group
c) whether the finish and construction will withstand vigorous use by many children
d) the extent to which they are open-ended and can be used by children in a variety of ways
e) safety for use, according to the developmental level of children
f) attractiveness to children
g) compatibility to the budget
h) the amount of maintenance required
i) the amount of supervision required
j) the amount of storage available
k) whether they are free from sexual and racial bias
l) whether they could be made, scrounged or improvised

*D 2. The graduating student, in cooperation with others, *will plan for an adequate amount of materials and equipment* so that:

a) each child will have a range of activities from which to choose to challenge his or her abilities
b) material and equipment suitable for several children to use at once is available in ample amounts
c) the age range for which material and equipment is selected, extends to lower and higher age ranges than that of the children
d) extra materials and equipment are available to circulate into use for variety and when other equipment is being repaired

*D 3. The graduating student, in cooperation with others, and operating within the budget, *will ensure that all necessary supplies, materials and equipment are purchased* by:

a) arranging for the purchasing of regular food supplies in amounts appropriate to the storage facilities available, menus planned, cost factors and to avoid waste
b) seeking out and arranging for the economical provisions of budgeted supplies
c) acquiring up-to-date catalogues and lists from a variety of commercial suppliers
d) attending displays which commercial suppliers set up at conferences and workshops
e) acquiring and using a tax number if the centre is incorporated under the Societies Act
f) developing a file of patterns for home-made equipment and materials
g) examining materials and equipment on their arrival at the centre, to ensure that they are complete as ordered and undamaged, and following correct procedures if goods are unsatisfactory
h) ensuring that equipment being made for the centre is suitable for the intended purpose, e.g. appropriate size, safe, sturdy
i) seeking out sources of free or inexpensive materials suitable for use in the centre

*D 4. The graduating student, in cooperation with others, *will ensure that all equipment and materials are kept in good repair and replaced as necessary* by:

a) seeking out and recording individuals, companies, or agencies who repair toys and equipment

b) regularly checking equipment to identify needed repairs

c) arranging for the repairs to be done economically

*D 5. The graduating student, in cooperation with others, *will maintain a current inventory of all equipment and record of all repair costs:*

a) itemizing date of purchase or service, item bought or serviced, purchase or service price, replacement cost of item

*D 6. The graduating student, in cooperation with others, *will establish and maintain a system of regular maintenance and cleaning of the centre* by:

a) identifying and listing the jobs to be done, both indoors and out, including equipment, appliances, heating and ventilation, etc.

b) deciding how frequently each job should be done (daily, weekly, etc.) and the most appropriate time for it to be done

c) ensuring that necessary supplies are available

d) investigating ways and means for getting these jobs done

e) making arrangements for them to be done

f) supervising to ensure that they are completed satisfactorily

*D 7. The graduating student, in cooperation with others, *will ensure that the safety of the centre's facility is maintained* by:

a) ensuring the outdoor area is adequately fenced

b) ensuring all electric outlets are covered, and electrical fixtures are out of children's reach, except under appropriate supervision

c) maintaining safe, convenient storage of all supplies, equipment and materials

E. Functions Relating to Personnel

*E 1. The graduating student, in cooperation with others, *will establish, implement and periodically revise appropriate personnel policies in keeping with the Labour Code of British Columbia* including:

a) salaries

b) working hours

c) lunch and relief breaks

d) overtime

e) vacations

f) designated paid holidays

g) sick leave

h) leave for other purposes, including pregnancy, compassion, educational or professional purposes, etc.

*E 2. The graduating student, in cooperation with others, *will prepare and periodically revise job descriptions for each position in the centre, paid and volunteer,* including:

a) level of responsibility

b) line of responsibility

c) duties to be performed in relation to categories such as:

1) orienting the new child and family

2) program planning and implementation

3) administration

4) professional attitude and development

5) relationships with parents and the community

6) observing and recording children's behavior

d) qualifications and abilities required

*E 3. The graduating student, in cooperation with others, *will develop and implement a procedure to attract and select applicants for a staff position* by:

a) assessing the qualifications, competencies and qualities needed by applicants for the position

b) composing an advertisement seeking applicants for the position giving relevant details

c) ensuring that the advertisement is placed where it will attract the attention of suitable applicants

d) establishing a hiring committee with suitable representation and determining procedures

e) arranging for a suitable time and place for interviews

f) organizing an interview schedule and informing all applicants of the date, time and place of their interview

g) informing all applicants of any information they will be required to produce at the interview

h) as part of the hiring process, arranging a time for each applicant to visit the centre prior to the interview where the centre's philosophy can be explained

i) providing the applicant with a job description, a statement of personnel policies and relevant information about working conditions

j) encouraging questions from the applicant

k) informing all applicants of the outcome of the interview as quickly as possible

l) contacting the successful applicant and confirming:

1) time and date of commencement of employment

2) the necessity of producing evidence of medical examination, T.B. examination and immunization protection

3) the procedures for joining the union (if applicable)

4) the content of the personnel policies

5) staff position

6) salary

7) any other relevant information

m) ensuring a copy of this letter is filed with the new staff member's records

n) informing the appropriate government agency of the appointment

o) establishing a personnel record for the new staff member

*E 4. The graduating student, in cooperation with others, *will develop and implement a procedure for dismissing unsatisfactory staff with minimum possibility of incurring grievance procedures* by:

a) complying with the requirements of the Labour Code of B.C.

b) ensuring that a duplicate letter recording the time, date and nature of a staff member's contravention of job description or contract and a statement of the employer's intent, is presented to the unsatisfactory staff member, signed by both parties, and filed by the centre

c) ensuring the unsatisfactory staff member is given time and encouragement to become satisfactory

d) ensuring steps b) and c) are repeated at least two or three times if the staff member remains unsatisfactory

e) ensuring that a duplicate letter of warning with intent to terminate employment, stating times and dates of all previously documented contraventions of job description or contract, is issued to the unsatisfactory staff member, signed by both parties, and filed by the centre

f) if staff member still remains unsatisfactory, ensuring a duplicated letter of dismissal is issued, signed by both parties, and filed by the centre

g) if dismissed staff member seeks grievance procedure, ensuring the employer contacts the Labour Relations Board, is familiar with the procedure, and contests the grievance

*E 5. The graduating student in cooperation with others, *will develop and maintain a personnel record for each staff member which complies with the Labour Relations Act* including:

a) name, address and phone number

b) name, address and phone number (both at home and at work) of person to contact in case of emergencies

c) name, address and phone number of doctor

d) any important health concerns

e) evidence of an annual medical examination and a physician's written opinion that the person's state of health is sufficient for the job

f) evidence of a TB test within the last two years

g) evidence of protection against polio, tetanus, diptheria, and rubella

h) a complete educational record, including copies of all degrees, diplomas and certificates, etc.

i) a complete record of all staff development and furthering of education as it occurs

j) a complete record of previous employment, including copies of references

k) a current job description

l) a daily attendance record

m) a record of sick days available and used

n) a record of observation days available and used

o) a record of vacation time accumulated and used

p) a record of all other days the staff is absent to attend workshops, conferences, etc.

q) a record of membership in professional organization

r) ongoing assessment of staff

s) a record of salary at time of hiring

t) a record of salary increment

u) a record of staff position at time of hiring

v) a record of staff promotion

w) a salary record including all income deductions

x) any other information about the staff member considered relevant

*E 6. The graduating student, in cooperation with others, *will plan, schedule and deploy adults* to ensure:

a) the environment, materials and equipment are prepared for the daily program

b) adult supervision of all children is maintained at all times

c) adult support, encouragement and guidance is available for each child

d) all staff and volunteers receive adequate breaks at appropriate times

e) schedules are flexible to accommodate occasional and ongoing personal needs of the staff

f) schedules can accommodate staff's involvement with professional or educational pursuits

g) volunteers are coordinated for maximum efficient use of their assistance

h) parents are greeted and communication between staff and parents is facilitated

*E 7. The graduating student, in cooperation with others, *will plan and implement procedures to promote harmonious and cooperative staff relationships* including:

a) orienting new staff members

b) supporting and encouraging new staff members

c) promoting ongoing staff development within the centre

d) evaluating staff and giving useful feedback

e) promoting wholesome interpersonal relations between staff

f) assisting staff members to solve problems

g) involving staff in planning and decision making

h) ensuring that staff have adequate facilities for keeping coats and personal articles, for carrying out office functions, for undisturbed breaks, and toilet facilities

*E 8. The graduating student, in cooperation with others *will plan, arrange and conduct regular staff meetings* including:

a) preparing an agenda

b) arranging the setting

c) providing opportunities for participation

d) ensuring that decisions are made and recorded and minutes filed

e) implementing decisions made at staff meetings

*E 9. The graduating student, in cooperation with others *will plan and implement a procedure for evaluation of all staff members at regular and appropriate times*

*E 10. The graduating student, in cooperation with others *will arrange for substitute staff as required* by

a) maintaining a list of names, addresses, phone numbers and qualifications of available substitute staff

b) arranging a procedure for bringing in substitute staff at short notice, e.g. cases of emergency, staff illness

c) making arrangements in advance for suitable substitute staff when the need can be anticipated, e.g. staff vacations, professional days, etc.

d) making evaluations of substitute staff

e) maintaining records on substitute staff

f) ensuring that substitute staff is paid promptly

*E 11. The graduating student, in cooperation with others, *will determine why each person is in the centre, indoors and out, and the advisability and validity of their presence* by:

a) establishing a policy for visitors to make a prior arrangement about time and purpose of visit, if possible

b) ensuring that each person entering the centre or play area is greeted, and if unfamiliar, their business determined

c) reviewing the number of people visiting the centre and the alternatives for decreasing or increasing the number of people interacting with the children, according to the children's needs

d) establishing a policy, and providing information regarding appropriate behavior for observers while in the centre

F. Functions Relating to Program

*F 1. The graduating student, in cooperation with others *will develop and implement policies for observers and visitors* with respect to:

a) numbers

b) suitable times

c) guidelines for observers

*F 2. The graduating student, in cooperation with others *will develop and implement policies and procedures for participating students* including:

a) acceptability of students

b) orientation

c) supervision

d) evaluation

e) regular communication with students and their instructors

*F 3. The graduating student, in cooperation with others, *will plan and implement health and safety procedures* which ensure:

a) medical requirements for staff are met

b) children's health records are kept up-to-date

c) prompt and effective action in case of a medical emergency

d) maintenance of high standards of food handling

*F 4. The graduating student, in cooperation with others, *will develop policies and procedures for special situations* including:

a) when a child is withdrawn from the centre unexpectedly

b) criteria for centre closure, e.g. snow storms, epidemics

c) fire

d) if a child is not called for by a specific time

e) if an unauthorized escort calls for a child

f) if a child has a serious accident

g) if an escort is obviously impaired by alcohol or drugs

*F 5. The graduating student, in cooperation with others *will establish and implement a procedure for planning the program which encourages active participation from each staff member* including:

a) defining and revising long range objectives

b) formulating, implementing and evaluating plans for short range goals

c) formulating, implementing and evaluating activity plans

d) utilizing consultants

e) utilizing community resources

f) involving family members

g) planning and implementing a process to evaluate the program

*F 6. The graduating student, in cooperation with others *will establish and implement a procedure to ensure the maintenance of an ongoing record for each child* by:

a) compiling application and registration forms, health records and release forms completed at the time of admission

b) regularly updating essential information, e.g. address, parents' work place

c) systematically keeping progress reports, records of illness, reasons for absences, etc. (see Knowing the Individual Child)

G. Functions Relating to Community Resources

*G 1. The graduating student, in cooperation with others, *will identify, utilize and in the absence of, advocate for resources,* including programs, services, agencies and people that:

a) enrich and vary the daily program

b) make activities available for children in the wider community

c) make services accessible to parents, e.g. nutritional advice, health advice, referral services, services providing assistance in locating work or housing

d) give support to staff for special problems, e.g. child abuse teams, daycare consultants, public health personnel

e) assist staff in developing programs which meet the needs of atypical children enrolled in the centre

f) meet those needs of children which cannot be met within the centre's program

g) provide special programs designed to meet the needs of atypical children

*G 2. The graduating student, in cooperation with others, *will establish and implement a procedure for referral* including:

a) identifying through observation, recording and assessment, needs of the individual child which cannot be met within the scope of the centre's program

b) interpreting to parents the need to seek specialized advice

c) encouraging parents to seek consultation with their family doctor or other professional known to the centre

d) if parents are reluctant or unable to seek advice, gaining parents' written consent for staff to seek advice

e) seeking out the most appropriate community resource

f) arranging for either a person from the community resource to observe the child in the centre or the home, or the child to visit the resource

g) providing the resource person with a written report summarizing the findings of staff observations

h) supporting and encouraging the child throughout professional investigation and treatment of the child's problem

i) supporting, encouraging and reporting to the parents throughout professional investigation and treatment of the child's problem

j) carrying out treatment and program recommended for the child by professionals, and seeking and assisting parents to seek funding if necessary

k) monitoring and evaluating the child's response to the special service

l) if the service given to the child aggravates or does not alleviate the situation seeking further services on behalf of the child and family

Professional Conduct and Attitude

Recognition, respect and appreciation for the skills of a profession are earned and maintained by the professional and ethical conduct of the practitioners. The graduating student will perform professional services and activities directed towards facilitating, maintaining and enhancing the developing child's ability to function as a contributing member of society. The graduating student will be committed to creating and maintaining social institutions which meet children's needs; supporting the functions of the family unit; and changing or abolishing conditions, learning environments and children's programs which inhibit the development and well-being of children.

Competency Clusters

A developing a personal ethic

B promoting the well-being of young children

C seeking employment

D continuing professional development

E communicating with other professionals in the field

F communicating with professionals and students in related fields

A. Personal Code of Ethics

A 1. The graduating student, *will develop a personal code of ethics* which will include:

a) recognition that the primary obligation of staff is to the welfare of young children and their families and the provision of quality service to them

b) recognition of the need to share knowledge with and support the development of colleagues and students and the profession of Early Childhood Education

c) avoidance of derogatory criticisms of an associate except when made to the associate or to the appropriate officials, and then only after the associate has been informed of the nature of the criticism

d) refraining from accepting a position arising from an unjust dismissal or unresolved dispute

e) holding oneself personally responsible for one's own professional conduct

f) increasing one's own professional competence and demonstrating willingness to review and assess one's own practices

g) recognition that a privileged relationship exists between oneself, the children placed in one's care, and their families and refraining from using that relationship for private advantage

h) respecting the dignity and rights of each child in a way which enhances his or her opportunity to function at an optimum level

i) sharing with parents one's knowledge and understanding of their children's learning and developmental progress

j) respecting the confidential nature of information obtained about children and their families, and treating it in a responsible manner

k) reporting suspected child abuse or neglect

l) working for social change required to promote the well-being of young children and their families, and participating with colleagues and others in actions to effect changes consistent with the values, goals and objectives of the Early Childhood Education profession.

B. Promotion of the Well-being of Young Children and their Families

B 1. The graduating student, in cooperation with others, *will promote the well-being of young children and their families* by:

a) continually developing, through education and reflection, a philosophy about the needs of young children and their families which is communicable to others

b) keeping informed of trends and conditions which reflect social attitudes and affect young children and their families

c) seeking information on issues concerning young children and their families

d) analyzing information on issues concerning young children and their families

e) formulating opinions and philosophy on issues concerning young children and their families

f) expressing opinions and philosophy on issues concerning young children and their families through:

1) staff discussions

2) parent/staff discussions

3) discussions with others

4) letters to government agencies, newspapers, etc.

5) phone calls to government agencies, radio stations, etc.

6) appropriate positive actions in support of philosophical ideals

7) an active role in groups promoting meeting the needs of young children

C. Seek Employment

C 1. The graduating student *will seek employment suitable to his or her skills, knowledge and philosophy* by:

a) researching available positions from such sources as newspapers, professional publications, and professionals in the field

b) preparing documentation of educational qualifications, references and resume of experience

c) responding to advertisements appropriately

d) participating in interviews with the prospective employers so that mutual needs for information are met

D. Professional Development

D 1. The graduating student, in cooperation with others, *will continue his or her professional development* by:

a) continuing his or her formal education in the area of Early Childhood Education or related areas

b) attending workshops, meetings and conferences related to the field

c) reading books, newspaper articles, professional journals and other publications related to the field

d) viewing and participating in television programs and films related to the field

E. Communication with other Professionals

E 1. The graduating student, in cooperation with others, *will communicate with other professionals* by:

a) belonging to and taking an active part in professional organizations and other groups, e.g. B.C. Preschool Teachers' Association, Canadian Association for Young Children, unions

b) reading, posting, discussing and responding to communications from professional groups, e.g. notice of meetings, workshops and education arranged by professional groups; newsletters, bulletins, briefs, petitions

c) communicating with staff in other centres through professional groups, exchange of visits and observations

d) communicating with students and faculty of Early Childhood Education programs

F. Communications with Professionals in Related Fields

F 1. The graduating student, in cooperation with others, *will ensure that communications occur between centre and professionals and students in related fields* by:

a) reading, posting, discussing and responding to correspondence, newsletters, bulletins, new regulations, etc. received from any government agency, e.g. licensing, community care facilities, daycare information, local health unit

b) reading, posting, discussing and responding to correspondence, newsletters, etc. from other groups, e.g. anti-poverty status of women

c) arranging for regular visits to the centre by the local health nurse

d) making available some time for professionals and students from other fields to visit, observe or volunteer at the centre, e.g. doctors, dentists, nurses, teachers, nutritionists, dental hygienists, journalists, film and television personnel, photographers, college instructors

e) providing information about daycare and other child care facilities to professionals in other fields through meetings or other methods

f) identifying and communicating with people involved in government departments or agencies which relate to or support the daycare field

Appendix A
Competency Chart

Competency Chart

*denotes advanced competencies.

1. KNOWING THE INDIVIDUAL CHILD					
A. **Compile Information about each child**	Compile initial information at time of application	Compile information about child's initial behaviour in centre	Regularly compile information about child	*Compile detailed information when there is a possibility child's needs are not being met in centre	
B. **Record Each Child's Growth Development and Experiences**	Select appropriate methods for recording	Facilitate on-the-spot recording	Utilize clear objective language as a tool	Record complete information	
C. **Observe Each Child's Growth, Development and Experiences**	Observe child's physical development	Observe child's cognitive functioning	Observe child's developing power to think	Observe child's language development	Observe range and variety of child's knowledge
	Observe child's interactions with adults	Observe child's response to adult-directed group activities	Observe the child's behaviour in dramatic play	Observe child's behaviour with other children	Observe child's use of materials
	Observe child during routines				
D. **Use Information about the Individual Child**	Organize information so it is readily available	Release or withhold information appropriately			
2. PROGRAM PLANNING					
A. **Develop and State Program Goals**	Delevop goals for the group of children	Establish goals for each child			
B. **Plan Physical Environment Which Promotes Learning**	Plan environments which facilitate children learning through their senses	Plan environments which promote large muscle development	Plan environments which promote fine muscle development	Plan environments which promote cognitive development	Plan environments which support emotional development
	Plan environments which promote social development	Plan environments which stimulate language development	Plan environments which encourage children to become aware of the life process	Plan environments which promote children's creativity	
C. **Arrange Physical Environment into Interest Areas**	Plan indoor interest areas	Plan outdoor interest areas			
D. **Plan Individual Activities**	Make a plan for each individual activity				
E. **Plan the Program**	Develop a long-range program plan	Plan a daily program	Plan daily routines	Utilize community resources to enrich the program	
3. GUIDING AND CARING FOR CHILDREN					
A. **Guide Children's Learning Through Play**	Support children's learning through play	Extend children's learning through play			
B. **Communicate with Children**	Communicate and respond to each child	Communicate with non-verbal children	Encourage communication between children		
C. **Guide Children's Behaviour**	Promote autonomy and cooperation in children	Set reasonable requirements and expectations for child behaviour	Help and support child to meet behavioural expectations	Help each child to express feelings	
D. **Provide Personal Care for Children**	Ensure that each child's basic needs are comfortably met	Personally care for children at all times to ensure each child's safety	Adjust environmental factors to maintain children's health and comfort		

4. HEALTH

A. **Model Good Personal Health Habits**	Model good health habits	Demonstrate a healthy mental attitude	Utilize sick days to maintain health		
B. **Meet Nutritional Needs**	*Plan with parents to meet childrens' nutrition needs	Plan meals and snacks	Prepare meals and snacks	Serve meals and snacks	Arrange enjoyable meals and snacks
	Follow hygienic procedures	*Establish procedures for food preparation and cleanup	Plan food curriculum activities	Encourage drinking water	
C. **Assess and Manage Illnesses and Accidents**	Post emergency numbers	*Establish health standards to be met daily. Ensure a daily health assessment is made on arrival of each child	Note changes in health throughout day	Deal with changes in health	*Administer prescribed medications
	*Inform parents of procedures regarding non-prescription medication	*Minimize the spread of communicable diseases	Apply first aid procedures	*Establish illness and accident procedures	Follow illness and accident procedures
D. **Recognize and Work Towards Eliminating Child Abuse**	*Recognize potentially abusive situations	Provide opportunities for parents to augment their parenting skills	Recognize signs of possible child abuse	*Take appropriate action on cases of suspected child abuse	

5. COMMUNICATIONS

A. **Use Language Effectively**					
B. **Use Skills of Oral Expression**					
C. **Enhance Listening**					
D. **Use Telephone Techniques**					
E. **Use Writing Skills**	Write effectively	Present written information effectively			

6. INTERPERSONAL SKILLS

A. **Self Knowledge**	Articulate a developing awareness of self	Demonstrate caring for self	Assume responsibility for own feelings and actions		
B. **Sending Messages**	Send messages appropriately to others	Clarify messages in response to nonverbal cues	Give and receive feedback		
C. **Receiving Messages**					
D. **Developing Relationships**	Develop mutually supportive relationships	*Fulfill responsibilities of helping relationship			
E. **Group Membership**	Participate productively in a group	*Enable a group to function productively			
F. **Conflict and Problem Solving**	Demonstrate problem-solving techniques	Enable conflicts to be managed constructively			

7. INTERACTING WITH FAMILIES

A. **Reach Prospective Families**	*Make available printed information about the centre	Respond to initial inquiries from families			
B. **Accept a New Family**	Collect factual information from parents	*Plan and conduct an initial interview with family	*Ensure necessary consent forms are signed by parents	*Ensure that parents read, understand and sign a contractual agreement, if appropriate	*Prepare for new child's gradual entry into the centre
	*Carry out a gradual entry program for each new child	Introduce the new child to the program and milieu of the centre	*Assist the child with special needs to become an integral part of the program	*Provide a new family with opportunities to become familiar with centre and other families	
C. **Continue to Develop a Partnership with Families**	Exchange information with parents about their child	*Support each parent's responsibility for his or her child	*Offer continuing communication to parents regarding philosophy, policies, practices, events	Provide opportunities for parents to augment their parenting skills	*Encourage parents to participate in the centre
	*Plan with parents for the departure of the family from the centre				

8. ADMINISTRATION

A. **Functions Relating to Governing Centre**	*Interpret and Apply Community Care Facilities Licensing Act and Regulations	*Communicate with governing body	*Ensure operating policies for centre are made, implemented and revised	*Explain procedures required to establish a centre	
B. **Functions Relating to Enrollment**	*Establish procedure for maintaining enrollment				
C. **Functions Relating to Finances**	*Establish and implement a budget process	*Handle disbursement of funds	*Manage centre's income	*Ensure financial accountability	*Ensure insurances are purchased
D. **Functions Relating to Care and Maintenance of Centre and Equipment**	*Assess and select materials and equipment	*Plan for an adequate amount of materials and equipment	*Ensure all necessary supplies, equipment and materials are purchased	*Ensure that all materials and equipment are repaired and replaced as necessary	*Maintain current inventory of equipment
	*Establish and maintain a system of regular maintenance and cleaning of centre	*Ensure the safety of the facility is maintained			
E. **Functions Relating to Personnel**	*Establish, implement and revise personnel policies	*Prepare and revise job descriptions for each position in centre	*Implment a procedure to attract and select staff	*Develop and implement a procedure for dismissing unsatisfactory staff	*Develop and maintain a personnel record of staff members
	*Plan, schedule and deploy adults	*Plan and implement procedures to promote harmonious staff relationships	*Plan, arrange and conduct regular staff meetings	*Plan and implement a procedure for evaluation of staff members	*Arrange for substitute staff
	*Determine why each person is in centre and the advisability and validity of their presence				
F. **Functions Relating to Program**	*Develop and implement policies for observers and visitors	*Develop and implement policies and procedures for participating students	*Plan and implement health and safety procedures	*Develop policies and procedures for special situations	*Establish and implement a procedure for planning the program cooperatively with staff
	*Establish and implement a procedure to ensure the maintenance of an ongoing record for each child				
G. **Functions Relating to Community Resources**	*Identify, utilize and in the absence of advocate for resources	*Establish and implement a procedure for referral			

BEST COPY AVAILABLE

9. PROFESSIONAL CONDUCT AND ATTITUDE

A. Develop Personal Code of Ethics

B. Promote the Well-Being of Young Children and Their Families

C. Seek Employment

D. Continue Professional Development

E. Communicate with Other Professionals

F. Communicate with Professionals in Other Fields Supportive to Daycare

Designed and lithographed by **PRINT SERVICES**, *Ministry of Education, Science and Technology, British Columbia* 0776 1979 07